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ABSTRACT

Section 1 of this report presents the results of a national survey of public school teachers in 1990, which solicited their views and opinions on the current condition of teaching. Over 20,000 teachers responded to the survey which contained questions ranging from their assessment of overall morale to the availability of instructional materials, from their assessment of a decade of school reform to parents' support of teachers. The questionnaire covered the following topics: (1) attitudes and values of teachers today; (2) characteristics of today's students; (3) learning and instruction; (4) working conditions: school climate; (5) working conditions: buildings and materials; (6) teacher involvement in decision making; (7) the status of the profession; and (8) school improvement. Section 2 of the report presents state-by-state comparisons of the survey results. Comparisons are based on responses to the topics covered by the questionnaire. Results are displayed on tables. (JD)

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A TECHNICAL REPORT

The Condition of Teaching

A STATE-BY-STATE ANALYSIS, 1990

WITH A FOREWORD BY

ERNEST L. BOYER

THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING

U.S. DEPARTMENT OF EDUCATION
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FOREWORD

by Ernest L. Boyer

With all the talk about better schools, I'm struck that teachers' voices are rarely heard. There are pronouncements from governors, corporate leaders, academic experts, but what about those who spend their lives in schools and meet with children every day?

For several years, we at The Carnegie Foundation for the Advancement of Teaching have been tracking the views of teachers. Our goal has been to ask their opinions on issues ranging from school conditions to the reform movement. Because of the size of our survey, we've not only been able to follow national trends, but to make state-by-state comparisons as well. And this year, for the first time, we've included in our report a sampling of written comments that describe in powerful and often poignant fashion how teachers feel about their work.

In reviewing this year's responses, I continue to be impressed by the dedication and commitment of the nation's teachers. Pressures notwithstanding, half of those surveyed say they are more enthusiastic about their work now than when they started teaching. Reinforcing this commitment is the fact that 55 percent say they "subordinate all aspects of their lives" to their work. The comment of one teacher captured the dedication that should be reassuring to all those who care about our schools: "After 38 years of teaching, I would not want to be doing something else. I know firsthand that the majority of teenagers are good kids. I am happy—fortunate—to be involved in their lives. Teachers are asked to solve more and more of society's problems through its children and sometimes society doesn't appreciate us, but I think most of its children do. That's all I ask for."

Such dedication is all the more remarkable in light of the discouraging conditions that teachers struggle with day after day. For example, we've had much discussion about school-based management in recent years, yet our data reveal that when it comes to crucial decision making, teachers often are left out. While the majority do participate in such matters as choosing textbooks, they are not significantly involved in setting student promotion and retention policies at their schools. And I find it especially disturbing that teachers report a sharp decline in the control they feel they have over their professional lives. Surely, if we are to improve the schools, teachers must be given not just greater responsibility, but greater authority as well.

Poor working conditions also continue to be a serious problem. In the Carnegie report *High School* we wrote: "To talk about recruiting better students into teaching without first examining the current circumstances that discourage teachers is simply a diversion." That comment, made in 1983, is just as applicable today. Consider, for example, that nearly two-thirds of the teachers surveyed report having only one hour or less available for class preparation during a typical school day.

It's not surprising that a large percentage of teachers feel that having more planning time should be a top priority and that reducing the time spent on nonteaching duties is essential, too. This comment from a teacher in our survey tells the story: "A lot of time is spent on preparation at home because none is given during the school day. Much time is spent on planning, shopping for, and making materials. I don't think people realize that the job does not stop when the teacher leaves the building."

I was especially impressed that the problem is not simply lack of time, but the lack of resources, too. A startling 96 percent of today's teachers spend their own money on supplies—averaging an estimated $250 during the first half of the 1989–90 school year. "The greatest problem in my school is the lack of money for instructional materials. Textbooks are obsolete or nonexistent," remarked one teacher in our survey. In what other profession are the workers forced to purchase the tools they need to do the work assigned?

The conclusion is clear: improved working conditions are essential if we hope to attract and hold outstanding teachers. They must be *regarded* as professionals, *treated* as professionals, and *consider themselves* to be professionals. Unless we create an environment in the schools—and most especially in the larger community—that sustains such an attitude, we cannot expect improvements to occur. And our latest data suggest, unfortunately, that we still have a long way to go.

Perhaps the most powerful theme in our survey is the concern teachers have about the lives of students. As in previous years, today's teachers find alcohol and drug abuse problems. More than eight teachers in ten reported that abused or neglected children, lack of parental support, student apathy, disruptive behavior, and absenteeism are problems at their schools.

The most vivid and often the most gripping written comments we received from teachers focused on the pathologies that surround their schools. One wrote: "Today's children are living with many more stresses than children of a decade or even five years ago. Single-parent families, dual-employed parents, unemployment and teen parents have produced children with little or no coping skills, and parents are too busy, too uneducated themselves to help."

Another teacher made these observations: "Yes, class size affects teaching, as do textbooks and salaries, but these things are small pebbles dropped into the pond of the deepest problems. The quality of life for my students lies at the root of the problems I see. Divorce, substance abuse, and plain loneliness leave students with very little curiosity, very little interest in learning. The biggest battle I have as a teacher is getting my kids to care about their own intellect."

Clearly, the problems of society are washing over schools, dramatically distracting and even damaging the children—reducing their motivation and capacity to learn. We simply cannot have an island of educational excellence in an environment that's increasingly destructive to our children. It's unrealistic to expect teachers to solve problems that our homes and churches and communities have not been able to solve. There is no greater priority for this decade than to assure, as President Bush has said, that all children come to school "ready to learn."

Finally, one of the most worrisome national findings of our study is the increase in the number of teachers who now say they can't really expect more than 75 percent of their students to graduate. Just three years ago, 43 percent strongly disagreed with that statement, while today only 26 percent strongly disagree. At a time when a high school diploma represents a barely minimal requisite for economic survival, it's shocking that so many teachers feel certain students are doomed to lives of failure and frustration. Unless prospects for success improve, not only the schools, but the very future of our nation is imperiled.

Another dimension of our data, however, needs to be considered, too. While *national* averages of teacher opinion are cause for concern, these statistics often mask significant gains and impressive leadership in selected states. For example, teachers in South Carolina led the nation in reporting most improvement in the clarity of goals. They also top the list in saying that the academic expectations of students have improved and, most significant, South Carolina teachers give high marks to student improvement in the basic skills.

Teachers in Vermont are first in their involvement in a wide range of activities, such as choosing textbooks, shaping the curriculum, setting students' policies, and the like. In Arkansas, 76 percent of the teachers say there has been an improvement in counseling and guidance in their schools—that's the highest in the nation; 96 percent of the teachers in Connecticut report salary improvement; 66 percent of teachers in New Jersey, more than any other state, say there's been improvement in the teacher award program. While improvement in teacher morale ranks low—only 17 percent nationwide—one-third of the teachers in Mississippi say teacher morale in that state has improved; again, that's the highest in the nation. The states given the highest ratings in their school reform efforts are Connecticut, South Carolina, Iowa, Minnesota, Mississippi, New Jersey, and Wisconsin.

Putting it all together, state leadership is crucial to the reform movement. While responding to national concerns, the push for excellence can and must move forward at the state and local levels. Governors with a vision, supported by enlightened legislation, truly make a difference.

Overall, the school reform movement began with great energy and hope. Progress has been made, but I have the uncomfortable feeling that, nationally, the effort has begun to stall. Momentum has lessened, precisely because the most difficult issues, the most vexing problems, have not been adequately addressed—and most especially, perhaps, because teachers have been bypassed in the process.

For far too long, teachers have been seen as part of the problem, not the solution, but when all is said and done, excellence in education means excellence in teaching, and whatever is wrong with America's schools cannot be fixed without the help of those already in the classroom.

The condition of teaching today is not without hope. Teachers *are* committed to education. They *do* care deeply about children. But looking at *all* the data and reading all the anecdotal comments we find a clear message that should cause the nation grave concern. If we hope to improve the quality of schooling in this country, partnerships with the home, the community, and the workplace must be strengthened. Teachers simply cannot do the job alone.

I NATIONAL PROFILE

SURVEY HIGHLIGHTS

1 TEACHERS TODAY: ATTITUDES AND VALUES

- Sixty-one percent of the teachers say morale at their school is only "fair" or "poor."

- Today, only 55 percent of the nation's teachers are satisfied with the control they have over their professional lives, while 45 percent are not; for 1987, the comparable figures were, respectively, 75 percent and 25 percent.

- The majority (55 percent) of teachers nationally agree that they "subordinate all aspects" of their lives to work and spend on an average of 47 hours a week doing their job.

- Half of the nation's teachers say they are more enthusiastic about their work now than when they began public school teaching.

2 THE STUDENTS

- Forty-six percent of secondary school teachers and 19 percent of elementary school teachers say "apathy" is a serious problem in their school, compared to 30 percent and 13 percent, respectively, three years ago.

- Thirty-one percent of secondary school teachers and 10 percent of elementary school teachers say that today absenteeism is a "serious" problem in their school, compared to 18 percent and 6 percent, respectively, in 1987.

- The percentage saying abused or neglected students are a "serious" problem in their school jumped in the last three years from 9 percent to 19 percent among teachers.

- Eighty-four percent of secondary teachers surveyed say alcohol abuse is a problem.

- Almost one-third (32 percent) of secondary school teachers say lack of parental support is a "serious" problem in their school today, compared to 25 percent in 1987.

3 ACADEMICS: LEARNING AND INSTRUCTION

- Nearly 40 percent of teachers say that "public schools cannot really expect to graduate more than about 75 percent of all students." In 1987, only 21 percent agreed with this statement.

- The majority of teachers (51 percent) "strongly agree" or "agree with reservations" that their students are seriously deficient in the basic skills.

- Seventy-one percent of teachers agree that students in their school "want to do just enough to get by."

- Fifty-eight percent of teachers say their students are "more willing to cheat to get good grades."

4 WORKING CONDITIONS: SCHOOL CLIMATE

- Sixty-four percent of the teachers say they have "less than one hour" a day of scheduled preparation time, or no time at all.

- Seventy percent of teachers surveyed say counseling services in their school are "fair" or "poor."

- Thirty-eight percent say their typical class is "too large," the same percentage as three years ago.

- Eighteen percent of today's teachers are assigned to teach subjects in which they feel unqualified, as compared to 20 percent three years ago.

- While 41 percent say general support services for teaching are "excellent" or "good," the other 59 percent say they're only "fair" or "poor."

- Fifty-six percent say political interference in education has increased since 1983, and 60 percent report more state regulation.

5 WORKING CONDITIONS: BUILDINGS AND MATERIALS

- Fifty-eight percent of teachers surveyed say there has either been "decline" or "no change" in fiscal resources available to their school since 1983, with only 30 percent saying there has been an improvement.

- Ninety-six percent of teachers report spending some of their own money on supplies and other items used in support of their teaching activity—on average, an estimated $250 during the first half of the 1989–1990 school year.

- One-third agree that a computer/word processor reserved for teachers' use is not regularly available, and another third report that what is available is "fair" or "poor."

- More than 40 percent report that cleanliness and heating systems at their school are only "fair" or "poor."

6 TEACHER INVOLVEMENT IN DECISION MAKING

- Seventy-one percent of the teachers say they are "not at all" or "slightly involved" in setting student promotion and retention policies. These data are approximately the same as in 1987.
- More than one-third (35 percent) of today's teachers say they are "not at all" or only "slightly involved" in shaping the curriculum in the school. In 1987, the percentage was approximately the same.
- Only 1 percent report that they have a major role in evaluating peers.

7 THE STATUS OF THE PROFESSION

- Nearly 40 percent of the teachers report that if they had it to do over, they would not become a public school teacher.
- Forty-four percent agree that this is a poor time for any young person to enter the profession.
- When teachers were asked to rate parental support of teachers, only 4 percent said "excellent," and 33 percent said "good." Sixty-three percent reported parental support was "fair" or "poor."

8 ACHIEVING EXCELLENCE

- More than two-thirds (69 percent) of today's teachers "strongly agree" or "agree with reservations" that there has been a widespread lowering of standards in public education.
- Today, only 18 percent of the nation's teachers would give a grade of *A* or *B* to school reform efforts nationally, compared to 31 percent who did so three years ago.
- Twenty-eight percent give a grade of *D* or *F* to the school reform movement today, compared to 19 percent in 1987. A grade of *C* was given by 54 percent of today's teachers; slightly more than 50 percent gave this grade three years ago.

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1

Teachers Today: Attitudes and Values

Over twenty thousand teachers responded to The Carnegie Foundation's 1990 national survey. The average teacher has taught sixteen years full time, and women in the teaching force outnumber men two-and-a-half to one. These people answered questions on issues ranging from their overall morale to the availability of typewriters, from their assessment of a decade of school reform to parents' support of teachers.

To gain an overview of teacher attitudes and values, we look first at how much time they spend on the job, and how they feel about their work and the control they have over their professional life.

The picture we get of the condition of teaching today is both encouraging and disquieting. Most teachers enjoy their work. They remain committed to their students, and work, on average, forty-seven hours a week. More than a third work fifty or more hours. Yet they are frustrated by the obstacles that continue to stand in their way. After nearly a decade of school reform, overall teacher morale, while quite good, seems to be declining, according to senior teachers. They also give national education reform a significantly lower grade now than they did just three years ago.

As to their personal lives, teachers overwhelmingly describe themselves as religious. At the same time, more than 70 percent of the teachers say they are apprehensive about the future of the country.

These teacher comments are a sampling of the responses added at the end of the questionnaire that best reveal some of the attitudes and values teachers hold:

> Teaching is not a job. Teaching is a privilege. Teachers should be more dedicated to their task—directing and educating the youth of America. We must set examples for young people to follow. To quote from Pat Conroy's *The Prince of Tides*, when the main character, Tom, and his sister Savannah, are talking: "She took my hand and squeezed it, 'You sold yourself short. You could have been more than a teacher and a coach.' I returned the squeeze and said, 'Listen to me. There is no word in the language I revere more than teacher. None. My heart sings when a kid refers to me as his teacher and it always has. I've honored myself and the entire family by becoming one.' " My wife, who is also a teacher, and I live by and believe what Mr. Conroy wrote. I am *PROUD* to be a teacher.
>
> —Secondary teacher, South Carolina

As I look over my answers [to this survey] I wonder why I teach. The answer can't be assessed in a questionnaire—it's that light that turns on in a student's eyes when he/she understands or the insightful question or excitement that comes from a student following a lesson. That's why I teach.

—Secondary teacher, Florida

The teaching profession is under a great strain. We're expected not only to teach but to help with the total ills of society. Student apathy has grown, drug abuse, [there is a] loss of desire to be involved. We're overworked, often trying to care so damn much about those we teach and yet see the incredible destruction of their lives due to alcohol and drugs. We're underpaid for our services yet we're still under the shadow of the ''3 month'' vacation idea. In short we're burning out.

—Secondary teacher, Washington

I decided at age eight that I wanted to be a teacher. I set my goals to achieve that dream, working as a baby-sitter, Sunday school teacher, camp counselor, volunteer teacher, etc., every summer and part [of the] school year for ten years before becoming a full-time teacher at age twenty-two. I studied and observed schools in several types of communities and countries—Mexico, Australia, and New Zealand. I taught first grade and sixth grade in Australia for four years . . . teaching is my ''calling'' and God-given talent.

—Elementary teacher, Washington

Table 1

How Would You Rate Teacher Morale at Your School?

	EXCELLENT	GOOD	FAIR	POOR
1990	4%	35%	41%	20%

Table 2

Overall, Are You Satisfied with Your Job in Your School?

	YES, SATISFIED	NO, NOT SATISFIED
1990	86%	14%
1987*	77	23

---

* In 1987 the question read, "All in all, how satisfied are you with your job as a teacher in the public schools?" The response categories offered a four-point scale.

Table 3

How Has Overall Teacher Morale Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
1990*	17%	37%	44%	2%
1987	23	28	48	1

* Full-time teachers who are 30 years old or older.

Table 4

Overall, Are Your Satisfied with Your Control over Your Professional Life as a Teacher?

	YES, SATISFIED	NO, NOT SATISFIED
1990	55%	45%
1987*	75	25

* In 1987 the question read, "Overall, how satisfied are you with your level of control over your professional life as a teacher?" Responses offered a four-point scale.

Table 5

Most of the Teachers I Know Really Enjoy Their Work

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	10%	57%	27%	7%

Table 6

I Am More Enthusiastic About My Work Now
Than I Was When I Began Public School Teaching

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	16%	33%	31%	20%

Table 7

I Tend to Subordinate All Aspects
of My Life to My Work as a Teacher

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	17%	38%	31%	14%

Table 8

How Many Hours Per Week, Including Time Inside and Outside of School, Do You Typically Spend on Your Job?

	FEWER THAN 35 HOURS	35–39 HOURS	40–44 HOURS	45–49 HOURS	50–59 HOURS	60 HOURS OR MORE
1990	2%	7%	22%	32%	25%	12%
1987	5	6	18	27	33	11

Table 9

How Has Parent Support for Teachers Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
1990*	15%	54%	28%	3%
1987	26	47	25	2

* Full-time teachers who are 30 years old or older.

Table 10

In Your View, Which of the Following Is the Most Pressing Problem Facing America Today?

Drug Abuse	30%
Inadequate Parenting	28
Threats to the Environment	13
Federal Budget Deficit	6
Inadequacies of Public Schools	6
Poverty	5
Crime	4
Corruption in Government	3
AIDS	2
Homelessness	2
Hunger/Malnutrition	0

Table 11

How Would You Characterize Yourself *Politically* at the Present Time?

Liberal	7%
Moderately Liberal	22
Middle-of-the-Road	29
Moderately Conservative	32
Conservative	10

Table 12

Did You Vote in the Last Presidential Election?

	YES	NO
1990	96%	4%

Table 13

How Do You Feel About Religion?

Deeply Religious	25%
Moderately Religious	62
Largely Indifferent to Religion	12
Basically Opposed to Religion	1

Table 14

I Am Apprehensive About the Future of This Country

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	30%	43%	21%	6%

2

The Students

In our survey, we asked questions about the students, about their mental and physical health, their attitudes and behavior, and about home problems and how involved parents seem to be today in their children's lives. According to teachers, many school-age children are in trouble.

The majority of teachers report that 20 percent or more of their students have serious family problems that significantly hinder their learning in school. Nearly 90 percent say "abused or neglected children or young people" are a problem.

Overall, student apathy is a concern of teachers. For example, 19 percent of elementary teachers find it a "serious" problem, and at the secondary level, 46 percent say it's a "serious" problem.

It is disturbing to see the acts of violence, theft, and vandalism reported by secondary teachers, and even by those in elementary schools. Alcohol and drug abuse continue to be a problem, and in light of these disturbing trends, the lack of parental involvement in the schools must surely be a matter of grave concern.

Increasingly, the question seems to be: Can the schools pursue with success their academic goals when they confront social conditions that undermine both the physical and emotional lives of children?

Teachers wrote extensive comments about their students, showing understanding and compassion as well as frustration.

> After 20 years in a classroom, I have seen many educational trends come and go. New Math; old math; tracking; gifted; all sorts of ideas or methods to improve education. All the experts have a plan, or an opinion. However, I deal with kids; not machines or laboratory rats. One day they are eager, bright, intuitive, the next they can be belligerent and defensive. These are teenagers. They not only have all the distractions of life in 1990 (jobs, cars, music, friendships, etc.) but they are tested and then chastised for not being as "bright" as previous generations. They are stressed and burdened with many unfair expectations. I like my students; they are good "kids." Some will never be Rhodes Scholars but they are caring and possess integrity. They learn and grow and change every year. They strive to be the best they can and after all they are still teenagers! Give them time.
>
> —Secondary teacher, New Jersey

Today's children are living with many more stresses than children of a decade or even five years ago. Single-parent families, dual-employed parents, unemployment, and teen parents have produced children entering schools with little or no coping skills and parents too busy, too uneducated to help. Children can learn and teachers can teach once the other "excess baggage" can be set aside. So many of today's children are entering classrooms with so few "educational" experiences and returning to a home devoid of reading material and adult guidance. Some concrete suggestions: increased funds for Head Start and day care programs—parenting classes—guidance counselors in every elementary school—summer enrichment programs (field trips).

—Elementary teacher, Maryland

Most "news" articles on the state of education fail to take into account the complexity of the problem, negative aspects of our culture or the effects of poor family relationships on student performance. It is easier to blame the teachers for all the problems. Currently seven of my students' parents (maybe more) are getting divorces. One stepfather raped his daughter; two girls told me of sexual abuse when they were young; one boy killed himself; two boys related to me of suicide attempts; one girl ran away to Florida for two months and now has a child; one got pregnant, had an abortion (last year) and now has a two-week-old child. Other children face difficulties of a parent dying. Drinking at home by parents and children is a problem.

—Secondary teacher, Illinois

What happened to education reform in my building? Gangs, guns, disruptive behavior, teenage pregnancy, serious problems from dysfunctional families and society which spill over into the school have thwarted the ambitious plans to "reform" education. Within the past two weeks, two of our students have died violently and another is in a hospital recovering from gunshot wounds. Earlier this semester, school was disrupted by a series of fights among rival gangs. I was myself accosted but not harmed by members of [a gang] as I went to the office to sign out for the day. Teachers are harangued and berated for not teaching these kids better. Won't someone please report that we are working very hard under very stressing conditions? In this building there are no "strokes"; our morale is terrible, but most of us are doing our best to make life better for our students.

—Secondary teacher, Kansas

Most of the faculty in my building have had reason to suspect child abuse and/or neglect of some of our students. We report it to our principal in accordance with school district policy. *Most* of the time the principal contacts the local police. *Sometimes* the police notify protective services. *Occasionally* [the] child protection [agency] intervenes. *Always* the child is returned to his/her parent before the parent is prepared to address and resolve the problem.

—Elementary teacher, Nebraska

Table 15

What Proportion of Your Students Have Serious Family Problems That Significantly Hinder Their Learning in School?

	NONE	LESS THAN 20%	20% TO 39%	40% TO 59%	60% OR MORE
1990	3%	45%	30%	13%	9%

Table 16

To What Extent Is *Teen Pregnancy/Parenting* a Problem in Your School?

(Secondary Teachers Only)

	SERIOUS	SOMEWHAT	NOT AT ALL	NOT APPLICABLE
1990	22%	57%	19%	3%

Table 17

How Well Are the Parents of Children in Your School Performing Their Roles?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
1990	4%	35%	44%	16%	1%
1987	4	37	45	13	1

Table 18

How Has Parental Involvement in Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
1990*	23%	44%	29%	5%
1987	40	39	18	2

* Full-time teachers who are 30 years old or older.

Table 19

To What Extent Are the Following *Health Issues* a Problem in Your School?

	SERIOUS	SOMEWHAT	NOT AT ALL
Alcohol*			
1990	24%	60%	16%
1987**	13	70	18
Drugs Other Than Alcohol**			
1990	7	43	50
1987**	5	49	46
Abused or Neglected Children/Young People			
1990	19	70	11
1987**	9	80	11
Poor Health Among Students			
1990	6	61	33
1987**	3	66	31
Undernourished Children/Young People			
1990	7	56	38
1987**	3	65	32

* Secondary teachers only.

** In the 1987 survey there were four response categories, ranging from "a serious problem" to "not a problem at all." The second and third categories have been combined to represent "somewhat" of a problem.

Table 20

To What Extent Are the Following Conditions a Problem in Your School?

		SERIOUS	SOMEWHAT	NOT AT ALL
Student Apathy Toward School				
1990	**All Teachers**	**30%**	**56%**	**14%**
	Elementary	19	61	20
	Secondary	46	49	5
1987*	All Teachers	20	68	12
	Elementary	13	69	18
	Secondary	30	65	5
Lack of Parental Support				
1990	**All Teachers**	**25**	**62**	**13**
	Elementary	21	62	17
	Secondary	32	61	7
1987*	All Teachers	20	70	10
	Elementary	16	70	14
	Secondary	25	70	5
Absenteeism				
1990	**All Teachers**	**19**	**64**	**17**
	Elementary	10	67	23
	Secondary	31	60	9
1987*	All Teachers	11	72	17
	Elementary	6	70	24
	Secondary	18	73	9
Disruptive Behavior in the Classroom				
1990	**All Teachers**	**16**	**70**	**14**
1987*	All Teachers	11	76	13
Student Turnover				
1990	**All Teachers**	**13**	**55**	**31**
1987*	All Teachers	8	65	27

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* In the 1987 survey there were four response categories, ranging from "a serious problem" to "not a problem at all." The second and third categories have been combined to represent "somewhat" of a problem.

Table 21

To What Extent Are the Following a Problem in Your School?

		SERIOUS	SOMEWHAT	NOT AT ALL
Theft				
1990	**All Teachers**	**4%**	**59%**	**36%**
	Elementary	3	52	45
	Secondary	6	70	24
1987*	All Teachers	5	65	30
	Elementary	4	58	38
	Secondary	6	74	20
Vandalism				
1990	**All Teachers**	**5**	**55**	**40**
	Elementary	4	46	50
	Secondary	7	68	25
1987*	All Teachers	5	63	32
	Elementary	4	56	40
	Secondary	7	72	22
Violence Against Students				
1990	**All Teachers**	**3**	**35**	**63**
	Elementary	2	24	74
	Secondary	4	49	47
1987*	All Teachers	2	42	56
	Elementary	2	33	65
	Secondary	2	54	44

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* In the 1987 survey there were four response categories, ranging from "a serious problem" to "not a problem at all." The second and third categories have been combined to represent "somewhat" of a problem.

(continued)

Table 21 *(Continued)*

To What Extent Are the Following a Problem in Your School?

		SERIOUS	SOMEWHAT	NOT AT ALL
Racial/Ethnic Discord				
1990	**All Teachers**	**2**	**33**	**65**
	Elementary	1	27	72
	Secondary	3	41	55
1987*	All Teachers	1	34	64
	Elementary	1	31	68
	Secondary	1	39	60
Violence Against Teachers				
1990	**All Teachers**	**1**	**15**	**84**
	Elementary	0	11	88
	Secondary	1	21	78
1987*	All Teachers	1	24	76
	Elementary	1	19	80
	Secondary	1	30	69

*In the 1987 survey there were four response categories, ranging from "a serious problem" to "not a problem at all." The second and third categories have been combined to represent "somewhat" of a problem.

3

Academics: Learning and Instruction

Perhaps the most disturbing finding in this report is the judgment teachers make about the potential of their students. We find startling the increase since 1987 in the number of teachers agreeing that "our schools can't really expect to graduate more than about 75 percent of the students." Just three years ago, only 21 percent of teachers agreed with that statement, but today 39 percent agree that this is all we can expect. At a time when a high school education is becoming even more critical in terms of providing employment opportunities for our citizens, such a trend seen by teachers is alarming.

Students, according to their teachers, seem less willing than ever to work hard in their studies. They tend to do just enough to get by, and are more willing to cheat to get good grades. Over half the teachers responding agree that students are seriously deficient in basic skills.

There is good news here and there. Teachers believe that schools have strengthened their academic requirements for graduation, especially in math and English. Further, about half of our senior teachers also report improvement since 1983 in their students' basic math, writing, and reading skills.

We also find it heartening that veteran teachers in large numbers report improvement in the use of technology for teaching. New kinds of teaching tools have been developed over the last decade, and it's encouraging that many schools take advantage of these opportunities. It is important to note, however, that modern technological teaching aides tend to be expensive and many schools simply don't have the money for them, increasing further the gaps in educational opportunities for children across the country.

Comments from teachers about their students' academic performance often focus on the importance of students' motivation and parents' involvement and attitudes. Some teachers express concern for the "average" student, while others speak to problems of assessing what less privileged students know.

> I feel that educational quality will not improve until parents are more actively involved in the education process. With so much emphasis on electronic games, and material things, many students do not see the value in improving their minds. Perhaps a national campaign to enlighten parents on the importance of their support and involvement would be beneficial. Many parents feel that they have done

their duty by sending the child to school; they then feel the responsibility rests with the teachers.

—Elementary and secondary teacher, Vermont

I have the "middle" readers and "low" readers together while the 10 "top" readers get special help for 45 minutes . . . I have the "top" and "middle" readers together while the six "low" readers go for special help for thirty minutes twice a day . . . the *average* child gets no time to be alone with an instructor. There is always another group in the room and that means interruptions—even among well-behaved children. The average child[ren] need an advocate now to gain the help they deserve. I'm not opposed to gifted or special help for the disadvantaged, but the average child is becoming lost in the shuffle.

—Elementary teacher, Wyoming

I took a student home with me and asked him if he could skate and if he wanted to go to the roller skating rink. He didn't know that there was a place to skate indoors. However, he has no problem reading the words. We took the first-grade students to the airport. Over 70 percent had not seen an airplane up close or been on an escalator. Much of the vocabulary [in national standardized tests] is not "fair" to the inner-city child. The makers of the test are too "middle class" to relate to this child. I take too much for granted and I work with them on a daily basis. So I know that we look at kids and say that they aren't doing well, but we aren't really testing what they know. And, what they know is not all bad. The inner-city child is reading better than the tests reflect. We need to bridge the gap in opportunities.

—Elementary teacher, Texas

Table 22

Public Schools Cannot Really Expect to Graduate More Than About 75 Percent of All Students

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	12%	27%	35%	26%
1987*	5	16	35	43

* In 1987 the question read, "The schools cannot really expect to graduate more than 75 percent of all students."

Table 23

My Students Are Seriously Deficient in Basic Skills

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	20%	31%	36%	14%

Table 24

Students Who Entered My Classes Last Autumn Were at Least As Well Prepared As in Any Previous Year in My Experience

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	13%	38%	28%	21%

Table 25

Students at My School Want to Do Just Enough to Get By

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	31%	40%	23%	6%

Table 26

On the Whole, My Students Are More Willing to Work Hard in Their Studies Than at Any Time in My Experience

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	4%	18%	36%	43%

Table 27

Today's Students Are More Willing to Cheat to Get Good Grades

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	22%	36%	32%	10%

Table 28

Since 1983, Has There Been More, About the Same, or Less Use of Externally Developed Tests to Determine Student Promotion and Graduation at Your School?

	MORE	SAME	LESS	DON'T KNOW
1990*	42%	33%	4%	21%
1987**	40	37	3	20

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* Full-time teachers who are 30 years old or older.

** In 1987 the question read, "The reform movement has also focused on the regulatory and procedural aspects of education. How has use of externally developed tests to determine student promotion/ and graduation been affected by either state or district regulations?" The scale is a six-point scale and uses "increased" and "decreased."

Table 29

How Have the Following *Leadership* Conditions in Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Clarity of School Goals				
1990*	59%	30%	7%	4%
1987	73	19	5	3
Academic Expectations for Students				
1990*	57	21	18	4
1987	73	16	10	1
Leadership of the Principal				
1990*	41	38	17	4
1987	55	24	19	2

* Full-time teachers who are 30 years old or older.

Table 30

How Have the Following *Academic Requirements* in Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Academic Requirements for Graduation				
1990*	62%	17%	5%	16%
1987	68	13	3	16
Requirements in:				
Science and Math				
1990*	56	29	2	12
English/Literature				
1990*	40	42	2	15
History and Social Studies				
1990*	37	43	3	16
Foreign Language				
1990*	27	49	5	19
Arts				
1990*	25	49	8	17

* Full-time teachers who are 30 years old or older.

Table 31

How Have the Following *Basic Skills of Students* in Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Writing Skills				
1990*	48%	22%	23%	7%
1987	59	21	13	7
Math Skills				
1990*	46	25	20	10
1987	60	20	10	10
Reading Skills				
1990*	45	26	22	7
1987	59	22	12	7

* Full-time teachers who are 30 years old or older.

Table 32

How Have the Following *Teaching Procedures* in Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Use of Technology for Teaching				
1990*	70%	23%	3%	4%
1987	71	20	5	4
Textbooks and Other Materials				
1990*	60	26	9	4
1987	59	29	10	3
Achievement Testing of Students				
1990*	47	37	6	10
Teacher Assessment of Students' Academic Progress				
1990*	45	44	6	5
1987	55	39	3	3
Scheduling Flexibility				
1990*	22	54	19	4
1987	29	36	28	7

* Full-time teachers who are 30 years old or older.

Table 33

How Have the Following *Special Programs* in Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Instruction Tailored to Students' Needs				
1990*	52%	39%	7%	3%
1987	56	33	8	3
Programs for Gifted				
1990*	53	33	9	6
1987	55	30	10	5
Programs for Disadvantaged				
1990*	49	35	6	10
1987	57	28	9	6
Pre-kindergarten Programs				
1990*	37	39	3	21
1987	33	36	5	26
Opportunities for After-school Enrichment Programs				
1990*	31	45	16	7
1987	28	49	12	11

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* Full-time teachers who are 30 years old or older.

4

Working Conditions: School Climate

In looking at the working conditions of teachers, we consider matters that greatly affect both the learning environment in the school and teacher morale. Such issues as teaching assignments, class size, preparation time, support services, and freedom from distractions and nonteaching duties can surely mean the difference between satisfied and frustrated teachers. They can make the difference between attracting and holding good people in teaching and losing them to other professions. They can, in short, determine whether schools succeed or fail.

Most teachers are assigned subjects in which they are prepared. However, nearly a fifth say they must teach subjects in which they feel unqualified. If teachers do not have a grasp of the subject, how do we expect the students to succeed?

Wishful thinking to the contrary, class size matters, and it's encouraging that teachers feel their typical class size is "about right." Yet 38 percent report that the classes they're teaching are simply too large. Coupling this with the report from 64 percent of the teachers that they have one hour or less of scheduled preparation time, we get the picture of teachers scrambling through the school day, responsible for the education of too many students and with little or no time to prepare their lessons.

It's distressing that many teachers are dissatisfied with support services in their school. We find it particularly disturbing that 70 percent of the teachers rate counseling for students in their schools as "fair" or "poor."

Teachers need support, too, and could benefit greatly from more time with their colleagues. But 84 percent rate the quality of such time in their school as "fair," "poor," or "not regularly available."

Sadly, after nearly a decade of intense school reform, we find the majority of veteran teachers reporting "no change" or "decline" since 1983 on many of the conditions critical to a healthy climate for teaching and learning in their schools.

These representative teachers' statements regarding working conditions show what a difference these issues make in the learning environment of the school:

> I feel that the single greatest help that can be given to teachers, and therefore to the students, would be for teachers to have *NO* duties such as lunchroom or recess supervision.
>
> —Secondary teacher, Nevada

I teach English in a rural district. I have manageable classes with 19–23 students each hour. After years of teaching 30+ students per hour, I can see a marked difference in my students' performance in these smaller classes. The classroom atmosphere is relaxed because I can be more relaxed. I have adequate time in class for group instruction and for individual tutoring. Because I spend less time controlling the masses, many times I can grade an assignment immediately and give it back to the students on the day that they complete it. When I am able to do this, the students get immediate feedback and are able to correct mistakes before they do the next assignment. This immediate feedback is impossible when I must spend my time during class on discipline and control. I find that my students have learned more and are performing better both in the classroom and on college entrance exams than ever before. I am also much less stressed out at the end of the week with these smaller classes. I have fewer papers to grade on weekends and can go back to class on Monday relaxed, refreshed, and ready for the new week.

—Secondary teacher, Oklahoma

Since becoming a teacher I have had my windshield broken, my tires cut, have been verbally abused by parents, students, and my principal . . . and to top it all I have not received a pay raise in five years. . . .

—Secondary teacher, West Virginia

Table 34

How Many Students Do You Work with in a Typical Day?

	LESS THAN 50	50 TO 99	100 TO 149	150 OR MORE
1990	47%	19%	23%	11%
1987	44	21	23	12

Table 35

How Many Students Are in Your Most Typical Class?

	LESS THAN 10	10 TO 19	20 TO 29	30 TO 39	40 OR MORE
1990	6%	16%	62%	15%	1%
1987	17	13	56	13	1

Table 36

Is Your Typical Class Too Large, About Right, or Too Small?

	TOO LARGE	ABOUT RIGHT	TOO SMALL
1990	38%	60%	1%
1987	38	61	1

Table 37

How Would You Rate Your Own Teaching Load?

	EXCELLENT	GOOD	FAIR	POOR
1990	8%	45%	38%	10%

Table 38

How Much Formally Scheduled Preparation Time Do You Have During a Typical School Day?

	NONE	LESS THAN 1 HOUR	1 HOUR	2 HOURS	3 HOURS	4 HOURS OR MORE
1990	8%	56%	29%	5%	0%	0%
1987	7	60	27	6	1	0

Table 39

Are You Now Assigned to Teach Subjects in Which You Feel Unqualified?

	YES	NO
1990	18%	82%
1987	20	80

Table 40

Approximately How Many Hours Per Week Is an Adult Aide or Volunteer Available to Give You Assistance in Your Work?

	NONE	UP TO 2 HOURS	2 TO 5 HOURS	MORE THAN 5 HOURS
1990	61%	15%	10%	14%

Table 41

Please Rate the Quality of the Time for Meeting with Colleagues During School Hours at Your School.

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
1990	3%	12%	25%	33%	26%
1987*	8	21	33	37	1

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

Table 42

Since 1983, How Has *Government Regulation* Changed?

	MORE	SAME	LESS	DON'T KNOW
Political Interference in Education				
1990*	56%	28%	2%	14%
1987**	49	31	3	17
State Regulation of the Local School				
1990*	60	25	2	13
1987***	46	30	4	20

* Full-time teachers who are 30 years old or older.

** In 1987 the question read, "The reform movement has also focused on the regulatory and procedural aspects in education. How has political interference in education been affected by either state or district regulations?" The scale is a six-point scale and uses "increased" and "decreased."

*** In 1987 the question read, "The reform movement has also focused on the regulatory and procedural aspects in education. How has state regulation of the local school been affected by either state or district regulations?" The scale is a six-point scale and uses "increased" and "decreased."

Table 43

How Would You Rate the Following *Support Services* at Your School?

	EXCELLENT	GOOD	FAIR	POOR
Support Services for Teaching				
1990	6%	35%	40%	19%
Counseling for Students				
1990	4	26	35	35

Table 44

How Have the Following Working Conditions at Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Counseling and Guidance Services				
1990*	39%	39%	19%	4%
1987	37	39	21	4
Typical Class Size				
1990*	33	44	19	4
Teachers Having Their Own Classrooms				
1990*	25	58	12	4
1987	28	54	15	3
Elimination of Classroom Distractions (P.A. Systems, etc.)				
1990*	24	56	16	4
1987	27	50	21	2
Freedom from Nonteaching Duties (Hall, Cafeteria, etc.)				
1990*	21	54	23	2
1987	21	48	30	1

* Full-time teachers who are 30 years old or older.

(continued)

Table 44 *(Continued)*

How Have the Following Working Conditions at Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Time to Meet with Other Teachers				
1990*	17%	62%	19%	2%
1987	19	49	31	1
Daily Teaching Load				
1990*	17	58	23	2
1987	15	53	31	1
Daily Preparation Time				
1990*	15	67	17	1
1987	16	57	26	1
Study Space for Teachers				
1990*	8	72	16	3
1987	10	62	25	3
Elimination of Paperwork				
1990*	6	52	40	2
1987	8	39	51	1

* Full-time teachers who are 30 years old or older.

5

Working Conditions: Buildings and Materials

The physical condition of schools deeply affects the climate for teaching and learning. Buildings that are poorly maintained, dirty, unattractive, crowded, and unsafe send powerful negative messages to teachers and students. Further, teachers are limited in their performance if they don't have reasonable access to secretarial assistance, copy machines, computers, telephones, and private space.

Comparing 1990 and 1987 data, far more teachers now rate the various physical conditions at their schools "fair" or "poor." The results are similar for teacher support services.

And with all the talk about a technological revolution, 33 percent of teachers report that computers or word processors are not regularly available for their use, and 29 percent don't even have regular access to a typewriter.

Clearly, financial support for schools is fundamental to improving these physical conditions, and so we find it disturbing that nearly one-third of teachers report a decline in fiscal resources available to their schools since 1983. One startling finding of our survey is that 96 percent of today's teachers spend their own money on supplies—averaging an estimated $250 during the first half of the 1989–90 school year. Teachers are often not even given the basic tools they need to do the job they're assigned.

Teachers themselves are very clear about the importance of money in education, and their comments on the subject are to the point.

> The greatest problem in my school is the lack of money for instructional materials. Textbooks are obsolete or nonexistent.
>
> —Secondary teacher, Delaware

> I would spend more of my own money to buy school supplies to make my classes better, if I could afford it.
>
> —Secondary teacher, Oklahoma

> Roaches, mice, dirt, overcrowding, low pay . . . are just a few of the conditions that guarantee failure for our children. Things seem to be getting worse for the students instead of better.
>
> —Elementary teacher, New York

Our mayor gets re-elected every two years by promising to cut our school budget. He uses figures to "prove" we do not need as much money as we ask for. Each year our buildings, supplies and activities are negatively affected. Our children's education has become a political bargaining point.

—Secondary teacher, Rhode Island

Table 45

How Have Fiscal Resources Available to the School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
1990*	30%	26%	32%	12%
1987	31	26	35	8

* Full-time teachers who are 30 years old or older.

Table 46

How Much of Your Own Money Have You Spent for Supplies and Other Items Used in Support of Your Teaching Activities?

(First 5 months of 1989–90 School Year)

	NONE	LESS THAN $100	$100 TO $199	$200 TO $499	$500 TO $999	$1000 OR MORE
1990	4%	28%	24%	30%	10%	4%

Table 47

How Would You Rate the Following *Physical Conditions* at Your School?

	EXCELLENT	GOOD	FAIR	POOR
Lighting				
1990	16%	54%	24%	6%
1987	31	47	18	4
Cleanliness				
1990	16	41	31	12
1987	25	38	25	12
The Physical Plant				
1990	13	42	32	13
1987	22	42	25	11
Heating				
1990	11	43	31	15
1987	21	39	27	14
Security				
1990	10	40	32	18
1987	22	39	25	14
Aesthetic Qualities				
1990	9	37	36	18
1987	16	39	31	14
Cooling				
1990	8	25	26	42
1987	14	25	25	36
Available Space				
1990	6	27	33	35
1987	13	32	32	23

Table 48

How Would You Rate the Following *Teacher Services* at Your School?

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
Photocopying Machine					
1990	23%	33%	22%	14%	7%
1987*	35	31	19	14	1
Secretarial Services					
1990	17	28	20	13	22
1987*	25	28	23	23	1
Computer/Word Processor Reserved for Teachers' Use					
1990	14	21	17	15	33
1987*	23	24	22	30	1
Telephones for Professional Use					
1990	13	25	26	27	9
1987*	32	26	22	20	0
Office/Classroom Supplies					
1990	12	40	32	13	2
1987*	23	42	25	10	1
Teachers' Lounge					
1990	8	26	34	27	5
1987*	21	30	27	22	0
Typewriters Reserved for Teachers' Use					
1990	7	18	21	25	29
1987*	16	23	28	33	1
Personal Office or Carrel					
1990	7	17	14	12	49
1987*	16	20	19	42	2

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* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

6

Teacher Involvement in Decision Making

We hear much talk today about school-based management and teacher empowerment and, in fact, the majority of senior teachers believe that there has been some improvement in teacher participation levels since 1983. But comparisons of 1990 and 1987 data suggest a plateau has been reached. We find no significant growth in teacher participation, and in some cases we see a slight decline.

It can be debated how great a role teachers should have in some of these areas. But it is not encouraging to see how limited teacher involvement is in such important matters as setting student promotion and retention policies (71 percent "slightly" or "not at all"), budget (80 percent "slightly" or "not at all"), selection of new teachers (90 percent "slightly" or "not at all"), evaluation of teacher performance (92 percent "slightly" or "not at all"), and selecting new administrators (93 percent "slightly" or "not at all").

In their written remarks to us on the survey, many teachers spoke of feeling shut out of the decision-making process.

> I would like my words to make a difference, but I have learned from experience that the public, boards of education, and superintendents will not listen. . . .
>
> —Secondary teacher, Connecticut

> Teachers are being obligated to work on committees for school reforms often before or after school hours without pay. Having attended several of these meetings, I later felt that the decisions had [either already] been made . . . or [made] in spite of what the teachers wanted.
>
> —Secondary teacher, Florida

> Education takes place in the classroom. Teachers are education. There are too many people making decisions for teachers who *never* see a student.
>
> —Secondary teacher, Indiana

> Our school board is made up of some men who have second- and third-grade

educations and to think they decide our school budget, textbooks, curriculum, etc. It's enough to make anyone cringe. . . .

—Elementary teacher, Tennessee

School districts across the country . . . making the most dramatic improvements seem to be those districts which involve classroom teachers in every phase of education reform. Until those responsible for education reform, whether at the state, local, or national level, listen to the people who know what occurs in classrooms across the country, there will be no chance for achieving the goals we want for our young people.

—Secondary teacher, Mississippi

Table 49

Who Has the Major Role in Evaluating Teachers in Your School?

	PRINCIPAL	TEACHERS	SOMEONE ELSE	NOT SURE
1990	94%	1%	5%	0%

Table 50

Who *Should* Have the Major Role in Evaluating Teachers?

	PRINCIPAL	TEACHERS	SOMEONE ELSE	NOT SURE
1990	54%	22%	7%	17%

Table 51

How Fair Is Teacher Evaluation at Your School?

	VERY FAIR	SOMEWHAT FAIR	SOMEWHAT UNFAIR	VERY UNFAIR	NOT APPLICABLE
1990	45%	39%	11%	4%	2%
1987	30	45	18	4	2

Table 52

How Has *Teacher Evaluation* in Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
1990*	37%	50%	11%	3%
1987	42	39	18	2

* Full-time teachers who are 30 years old or older.

Table 53

In Your School, How Involved Are Teachers in the Following:

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
Choosing Textbooks and Instructional Materials				
1990	40%	39%	18%	3%
1987	46	34	16	4
Shaping the Curriculum				
1990	22	42	26	9
1987	26	37	25	12
Setting Standards for Student Behavior				
1990	22	39	30	9
1987	18	29	34	19
Designing Staff Development/ Inservice Programs				
1990	11	31	40	17
1987	14	29	34	23
Determining Whether Students Are Tracked by Ability into Special Classes				
1990	10	32	35	22
1987	14	30	32	24

(continued)

Table 53 *(Continued)*

In Your School, How Involved Are Teachers in the Following:

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
Setting Student Promotion and Retention Policies				
1990	6%	23%	35%	36%
1987	11	23	31	35
Deciding How the School Budget Is Spent				
1990	3	17	34	46
1987	4	15	32	49
Selecting New Teachers				
1990	3	7	16	74
1987	2	5	12	81
Evaluating Teacher Performance				
1990	1	7	19	73
1987	2	8	17	73
Selecting New Administrators				
1990	1	6	15	78
1987	2	5	11	82

Table 54

How Has *Teacher Participation* in the Following in Your School Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Selecting Textbooks and Other Instructional Materials				
1990*	53%	43%	2%	2%
1987	53	41	5	1
Setting School Goals				
1990*	50	42	5	3
1987	57	31	11	1
Shaping the Curriculum				
1990*	48	45	5	2
1987	50	39	10	1

* Full-time teachers who are 30 years old or older.

7

The Status of the Profession

We asked teachers many questions about the overall status of the profession. How are they treated? Do they plan to stay with teaching? Would they choose this profession again? Would they recommend it to a young person today?

We asked about salary and compensations, retirement conditions, performance-based pay programs, and outside jobs. We asked how the people supporting them are performing their roles.

Teachers overwhelmingly report that the performance of teachers in their schools, and to a lesser extent of principals, is "excellent" to "good." Those outside their schools, however—superintendents, school board members, and other education officials—are judged more harshly. The majority of teachers report their performance as only "fair" or "poor."

Satisfaction with salary and most other conditions surrounding professional status—inservice education opportunities, support for travel, summer fellowships, partnerships with business—has increased.

When asked about changes that would improve the teaching profession, higher salaries and smaller classes were far and away the most popular choices.

> If we are to be professional and act professional, we cannot have a salary that is almost at the poverty line.
>
> —Secondary teacher, Oklahoma

> Six years ago our district got a new district superintendent and all of us were made aware of what could be done by a dynamic, assertive creative person. [She] made our low economic, culturally deprived district shine. Within a year we passed a bond, then we built a beautiful new junior high. We have purchased property for administration offices. We have purchased land for a new innovative school—K to 3rd grade. She has added portable classrooms to each of the five elementary schools and for the first time (at least in my 21 years in the district) we got new furniture—desk—three types of filing cabinets—and all new furniture for pupils. She upgraded our lounges. . . .
>
> —Elementary teacher, Arizona

The respect for teachers and education has declined each year I [have been] involved in the education system. . . . For example: As part of a science unit the 7th grade made home-made terrariums. The teacher and 7th grade class were . . . yelled at by the maintenance man that the terrariums would ruin the school carpet. The superintendent of schools followed up with a written directive that maintenance personnel could destroy any student project that interfered with their desires. The same problems occurred when the art teacher had her students paint a mural on the school wall. The custodians were told they could paint over it.

—Secondary teacher, Nevada

Our school budgets have been cut in half, yet administrators still travel all over the country. The superintendent takes his golf clubs to all meetings, and others get $50 taxi rides to eat at exotic restaurants with a full expense account. The school board also travels everywhere, and the whole time, teachers are told to cut classroom budgets by half. The superintendent pays himself $15,000 for unused vacation time, and teachers are told to have bake sales to buy light bulbs. The school board does everything the super tells them to do and this is like the foxes watching the chicken coop.

—Secondary teacher, Wyoming

I have given 21 years of my life to education since entering college and it sickens me to think I only earn $20,000 per year. There are local officials who are uneducated and are paid up to $40,000 per year in our county. Our sheriff is illiterate and is paid $30,000 per year.

—Elementary teacher, Tennessee

Table 55

In My Job I Am Treated as a Professional

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	20%	59%	15%	6%

Table 56

If I Had It to Do Over, I Would Not Become a Public School Teacher

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	17%	21%	29%	34%

Table 57

This Is a Poor Time for Any Young Person to Begin a Public School Teaching Career

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	18%	26%	37%	20%

Table 58

Which of the Following Responses Best Describes Your Career Plans Right Now?

	1987	1990
I plan to teach until I retire	56%	63%
I may take time off but plan to return to teaching	6	6
I will probably continue teaching	21	19
I definitely plan to leave teaching as soon as I can	7	5
I am undecided at this time	10	8

Table 59

My School District Provides the Conditions and Support for Teachers to Retire with Dignity

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	16%	49%	20%	14%

Table 60

During the School Year, How Many Hours Per Week Do You Typically Work for Pay Outside Your Regular Teaching?

	NONE	1 TO 8 HOURS	9 TO 16 HOURS	MORE THAN 16 HOURS
1990	65%	21%	8%	6%

Table 61

Are You Now Participating in Any of the Following Performance-based Pay Programs?

	YES	NO	NOT SURE
Career Ladder	20%	75%	4%
Mentor-Teacher	7	90	2
Merit Pay	4	95	1

Table 62

How Well Are the Following People Performing Their Roles?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
Classroom Teachers					
1990	32%	59%	8%	0%	1%
1987	29	62	8	0	1
Principal					
1990	26	38	25	11	0
1987	27	40	22	10	1
Superintendent					
1990	14	38	29	13	6
1987	18	44	25	12	1
School Board Members					
1990	6	37	37	16	5
1987	8	45	33	13	1
Education Officials					
1990	2	27	41	20	10
1987	5	44	37	13	1

Table 63

How Would You Rate the Following *Support Conditions* at Your School?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
Level of Financial Support for Elementary and Secondary Education Provided by Your State Legislature	1%	16%	42%	37%	5%
Your Own Salary	3	34	46	17	NA
The Principal in Your School Regarding Support for Teachers					
1990	29	36	26	10	NA
1987	37	34	19	10	NA
Effectiveness of the Principal	15	40	31	14	NA
Parental Support of Teachers	4	33	44	19	NA
Sense of Community Among Faculty and Staff	11	40	36	13	NA

Table 64

How Have the Following Changed in Your School Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Salary				
1990*	63%	24%	12%	1%
1987	58	26	15	0
Inservice Education				
1990*	52	36	10	2
1987	50	34	15	1
Partnership with Business and Industry				
1990*	37	41	6	15
1987	36	39	6	19
Money to Support Innovative Ideas				
1990*	31	44	19	6
1987	28	40	27	6
Job Security				
1990*	27	59	12	3
1987	25	58	15	2

* Full-time teachers who are 30 years old or older.

(continued)

Table 64 *(Continued)*

How Have the Following Changed in Your School Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
Special Awards for Teachers				
1990*	25%	57%	11%	6%
1987	28	53	14	5
Teacher Recruitment and Selection				
1990*	17	57	10	16
1987	22	43	15	20
Summer Fellowships for Teachers				
1990*	16	55	10	19
1987	19	45	12	24
Community Respect for Teachers				
1990*	14	52	30	4
1987	24	46	27	3
Teacher Travel Fund				
1990*	12	49	22	17
1987	11	44	28	17

* Full-time teachers who are 30 years old or older.

Table 65

In Order of Importance, How Do You Rank the Following Proposed Changes to Improve the Teaching Profession?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
Higher Salaries	55%	17%	11%	7%	9%
Smaller Classes and Fewer Students to Teach	21	27	15	11	26
More Time for Preparation During the School Day	7	19	20	17	37
Less Bureaucratic Paperwork	7	13	15	15	50
More Support from the Principal	3	6	9	11	70
More Support Staff, Such as Teachers' Aides	3	9	14	17	57
Better Professional Development Programs, Such as a Regular Summer Fellowship for Teachers	3	5	8	10	73
Better Classroom and Office Facilities	2	5	8	11	74

8

Achieving Excellence

A longstanding public concern exists about the quality of our schools. The belief is that academic standards have fallen and significant changes are needed to improve the educational enterprise. Teachers share this belief. Sixty-nine percent believe that there has been a widespread lowering of standards in American public education.

The majority of teachers give reform efforts nationally, in the states, and in the schools a grade of *C* or lower.

Among the ideas being advanced for improving schools, parental choice of schools has become a favorite among many public officials, including the President. But 58 percent of teachers, most of whom are also parents, oppose this reform proposal. On the other hand, the majority of teachers endorse national certification of teachers, national goals, a national curriculum of core studies, and national standards for assessing student performance. In light of the strong ethic of local control in our schools, this interest in greater national standards is an important issue to follow.

When asked to give a priority to changes in the schools that would make them better, the highest ratings—often putting fringe benefits aside—went to: a classroom for every teacher, improved instructional materials and supplies, a larger voice for teachers in decision making, and more planning time. The lowest ratings were given to: longer school days, longer school years, alternative certification and merit pay programs.

Some of the teacher comments reflect views on broader educational issues and how to achieve excellence:

> . . . If I were President Bush my first priority would be to announce that the United States of America, on a cost plus basis, will put American children first, ranking number one academically in the world, by the year 2000. This would be very similar to the goal President John Kennedy announced in 1960 with the Apollo program to put a man on the moon within a decade. We didn't hear President Kennedy say, "We want to go to the moon, but money just isn't the answer." It's ridiculous to think we can go to the moon or that we can fight a huge war on educational decline that has many fronts, without a great deal of money, manpower, and material. . . .
>
> —Elementary teacher, New Mexico

As a teacher in a state that has mandatory "open enrollment" by which a student may attend any school he chooses, I can say that the whole idea is ridiculous. The premise of choice is fine, but also it is difficult to deal with parents who continually threaten to take their students to another school unless we somehow take care of them better or give them better grades. It is a blow to our whole educational system when teachers are pressured to give students better grades just to please their parents so that they will stay in our schools and not go somewhere else. "Open enrollment" is killing my school district.

—Secondary teacher, Minnesota

The educational reform movement has certainly put education "on the front burner." Unfortunately "no water," that is little money, has been added; so the result has been a scorched pot! Teachers, the professionals, have not been asked what is needed possibly because no one really wants to hear what they'll say. We need more money to do what needs to be done. Recently, Nobel Prize winning physicist Leon Lederman of Fermi National Accelerator Laboratory said when interviewed by the *Christian Science Monitor* (12/18/89) that he is worried that "we react much more to bank failures than we do to school failures. With the bank failures we come up with money, with the school failures we come up with conferences."

—Secondary teacher, Idaho

The teacher of the year in the state of Maine was quoted two weeks ago in response to a question about how to improve public education: "Start by bulldozing all the high schools." Although a facetious comment, the spirit expressed in this response, I believe, is correct. We need a revolution of thinking. Reform has not been able to change the model that is so entrenched.

—Secondary teacher, Maine

Teachers are still in the trenches dealing with the realities of life in education. Students watch more hours of TV than they spend in school and never read outside of the classroom. In single parent homes mothers are often too tired or guilt-ridden to spend the time necessary to force their children to do homework. Twelve-, thirteen- and fourteen-year-olds continue to be sexually active, while the School Board is so tied up by fanatics that they haven't been able to get a Human Growth

& Development curriculum passed for the last two years. The truancy rate continues to rise as there is no one to monitor whether children go to school or not. . . . It appears that education isn't as important as the people say it is. Minority youth see basketball or football as the only way out of the ghetto, or see the drug dealer and the pimp as the only way into the good life. The list could go on longer and longer. . . . Oh yes, we see this every day—the focus on education gave us little help in dealing with this reality. In fact, reality jumped ahead, and we aren't doing as well today as we were ten years ago.

—Secondary teacher, Wisconsin

Table 66

There Has Been a Widespread Lowering of Standards in American Public Education

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
1990	35%	34%	22%	9%

Table 67

What Is Your Position on the Following Proposals to Improve the Schools Nationally?

	SUPPORT	OPPOSE
National Certification for All Teachers	64%	36%
National Goals for All Schools	63	37
National Curriculum of Core Studies	57	43
National Standards for Assessing Student Performance	54	46
School Choice	42	58

Table 68

If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would the Following Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
A Classroom for Each Teacher	82%	16%	2%
Improved Retirement Benefits	74	24	2
Improved Instructional Materials and Supplies	68	30	2
Larger Voice for Teachers in Setting School Policy	68	31	2
Improved Health Care Benefits	65	31	4
More Planning Time for Teachers	65	34	1
Reduction of Teachers' Time Spent in Nonteaching Duties	63	35	3
Technological Support Equipment	54	43	3
Adequate Office/Carrel Space	43	49	8

(continued)

Table 68 *(Continued)*

If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would the Following Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
Career Ladder Program for Teachers	31%	45%	24%
Mentor-Teacher Program	25	53	22
Day Care for Children of Teachers	24	49	27
Merit Pay Program	20	36	44
Alternative Certification Routes	15	47	39
Requiring Professional Exams for Teachers (Such as the NTE)	13	41	46
Somewhat Longer School Year	9	28	63
Longer School Days	5	21	74

Table 69

If You Were to Give a Grade to the National Education Reform Movement, What Would It Be?

	A	B	C	D	F
In the Nation					
1990*	1%	17%	54%	19%	9%
1987	2	29	50	13	6
In Your State					
1990*	2	26	44	20	8
1987	4	31	41	16	8
At Your School					
1990*	7	37	38	13	5
1987	8	36	36	13	7

* Full-time teachers who are 30 years old or older.

II STATE-BY-STATE COMPARISONS

SURVEY HIGHLIGHTS

1 TEACHERS TODAY: ATTITUDES AND VALUES

- While only 39 percent of teachers nationally rate teacher morale at their school ''good'' or ''excellent,'' in Maine, 53 percent of teachers rank morale this high, and in Nebraska, 51 percent, and Kansas 50 percent.

- On the question of changes in overall teacher morale since 1983, Mississippi stands out with the highest number of teachers—33 percent—saying it's ''improved.'' Nationally, the number reporting improvement is only 17 percent.

- Across the nation 37 percent of teachers spend 50 hours or more each week on their job. In Alaska, 53 percent spend 50 hours or more; in South Dakota, it's 52 percent; and in Kansas 51 percent.

2 THE STUDENTS

- Compared with the national figure of 23 percent, in Hawaii 35 percent of teachers responded that parental involvement has ''improved'' since the reform movement began in 1983. Other states that reported noticeable improvement in parental involvement are Minnesota (33 percent), South Carolina (33 percent), and Maine (32 percent).

- Sixty-two percent of teachers in California agreed that drugs other than alcohol are ''not at all'' a problem; in South Carolina, 60 percent agreed with this statement. This compares with 50 percent of teachers nationwide reporting that drugs other than alcohol were not a problem in their school.

- The majority of teachers (52 percent) in North Dakota say that poor health among students is not a problem in their school. In New Jersey, 46 percent indicate that poor health is ''not a problem'' and in Connecticut it's 42 percent. These numbers compare with the national average of 33 percent reporting no health problem.

- When evaluating the extent to which violence against students is a problem in their schools, 63 percent of all teachers report that it's ''not at all'' a problem. In North Dakota, 85 percent agreed, and in South Dakota, 81 percent agreed this form of violence is not a problem.

3 ACADEMICS: LEARNING AND INSTRUCTION

- Nationally, 62 percent of teachers report improvement in core academic requirements for graduation in their schools, but 84 percent of responding Mississippi teachers give this encouraging report. In both Oklahoma and Arkansas, the number is 77 percent.

- Regarding teacher assessment of students' academic progress, again more teachers in Mississippi report improvement—73 percent, compared with the national figure of 45 percent reporting improvement in this area. And South Carolina, with 69 percent reporting improvement, also stands out on this issue.

- Nationally, 59 percent of teachers report improvement in the clarity of school goals, but in Mississippi, it's 76 percent citing improvement, and in South Carolina, 77 percent.

- Eighty-two percent of Minnesota teachers cite improvement in the use of technology for teaching, compared with 70 percent nationally. In both South Carolina and Virginia, 78 percent report improvement.

- On the issue of changes in achievement testing of students since 1983, 72 percent of Mississippi teachers report improvement, compared with 47 percent nationally. In South Carolina, the number is 70 percent.

4 WORKING CONDITIONS: SCHOOL CLIMATE

- While only 41 percent of teachers nationally rate support services for teachers as "excellent" or "good," in both Kansas and Wyoming, 58 percent of respondents rate support services that high. Iowa and Nebraska teachers, both at 56 percent, are also happier on that issue.

- Across the nation, only 24 percent of our respondents cite improvement since 1983 in the elimination of classroom distractions such as P.A. systems, but 53 percent of South Carolina respondents report such improvement. In Mississippi, the number is 46 percent.

- Regarding class size, nationally only 33 percent of teachers responding to our survey report improvement since 1983, but in Kentucky, the number is 75 percent. In Arkansas, it's 68 percent, and in Texas, 65 percent.

- Fifty-five percent of New Mexico teachers find improvement since 1983 in their freedom from nonteaching duties, compared with only 21 percent nationally. In Kentucky, 52 percent find such improvement, and in Tennessee, 50 percent.

- In Arkansas, 76 percent of teachers report improvement in counseling and guidance services since 1983. In Virginia, 71 percent report such improvement, and in North Carolina, 67 percent. Nationally, the number is only 39 percent.

5 WORKING CONDITIONS: BUILDINGS AND MATERIALS

- Thirty percent of teachers across the nation report improvement in fiscal resources available to the school since 1983. However, in South Carolina 63 percent notice such improvement, and in Georgia and Hawaii, 57 percent agree fiscal resources have improved.

- Computers or word processors are available to 67 percent of all teachers. In Wyoming 89 percent and in Utah 88 percent of teachers report having access to this technology.

6 TEACHER INVOLVEMENT IN DECISION MAKING

- While nationally only 40 percent of teachers report being "deeply" involved in choosing textbooks and instructional materials, in Vermont, 70 percent report being so involved, and in South Dakota, 60 percent.

- Regarding involvement in shaping the curriculum, only 22 percent of teachers nationally report being "deeply" involved, but in Vermont, it's 60 percent, and in Maine, 45 percent.

- Teachers in Vermont also report in larger numbers deep involvement in determining whether students are tracked by ability into special classes. Nationally, the number of teachers "deeply" involved is only 10 percent, while in Vermont it's 24 percent.

- More teachers in Maine and Rhode Island report improvement since 1983 in teacher participation in shaping the curriculum, at 68 percent and 66 percent respectively. Nationally, the number is 48 percent citing improvement on this issue.

- Regarding changes since 1983 in teacher participation in setting school goals, nationally 50 percent of teachers report improvement, while in Maine, 66 percent cite such improvement, and in North Carolina, 65 percent.

7 THE STATUS OF THE PROFESSION

- Nationally, 63 percent of teachers disagree with the statement: "If I had it to do over, I would not become a public school teacher." In Alaska, 76 percent disagree with that statement. In New Hampshire, the number is 74 percent, and in Wisconsin, 73 percent.

- Only 16 percent of teachers nationally report improvement since 1983 in summer fellowships for teachers. In Connecticut, however, 38 percent report improvement on this issue, and in both Georgia and North Carolina, 29 percent cite improvement.

- Only 37 percent of all the teachers responding rate their own salary "excellent" or "good," but 82 percent of Connecticut teachers rate their salary this high, and in Alaska, the number is 76 percent.

- On the question of how well education officials in the state are performing their roles, only 29 percent of teachers nationally give a rating of "excellent" or "good." In Connecticut, though, that number is 57 percent; in Wisconsin, it's 51 percent; and in Montana, 49 percent.

- Only 17 percent of teachers nationally give an "excellent" or "good" rating to the level of financial support provided by the state legislature for elementary and secondary education. But 63 percent of Alaska teachers give such a high rating on this question.

- Nationally, 63 percent of teachers say teacher salary has improved since 1983. In Connecticut, 96 percent report such improvement; in Mississippi, 92 percent; and in Hawaii, 87 percent.

- Only 25 percent of teachers nationally report improvement since 1983 in special awards for teachers, but in New Jersey, 66 percent cite improvement here, and in South Carolina, 55 percent.

8 ACHIEVING EXCELLENCE

- Forty-four percent of teachers nationally give a grade of *A* or *B* to the education reform movement at their own school, but in South Carolina, 63 percent give these top grades, and in Connecticut, 62 percent. In Kansas, the number is 57 percent; in Mississippi, Georgia, and Iowa, it's 54 percent.

- Grading the reform effort at the state level, only 28 percent of teachers nationally give a grade of *A* or *B*. In Connecticut, 61 percent give these grades. In South Carolina, the number is 57 percent, and in Iowa, 56 percent.

- Only 18 percent of teachers nationally give a grade of *A* or *B* to the education reform movement at the national level. Forty-one percent of teachers in South Carolina give the national reform movement these grades, and 36 percent of Mississippi teachers grade the national reform effort this high.

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79. Since 1983, what changes, if any, have taken place in your school for pre-kindergarten programs? 182

80. How have opportunities for after-school enrichment programs in your school changed since the reform movement began in 1983? 183

4 WORKING CONDITIONS: SCHOOL CLIMATE

81. How many students do you work with in a typical day? 187

82. How many students are in your most typical class? 188

83. Is your typical class too large, about right, or too small? 189

84. How would you rate your own teaching load? 190

85. How much formally scheduled preparation time do you have during a typical school day? 191

86. Are you now assigned to teach subjects in which you feel unqualified? 192

87. Approximately how many hours per week is an adult aide or volunteer available to give you assistance in your work? 193

88. Please rate the quality of the time for meeting with colleagues during school hours at your school. 194

89. Since 1983, has there been more, about the same, or less political interference in education? 195

90. Since 1983, has there been more, about the same, or less state regulation of the local school? 196

91. How would you rate support services for teaching at your school? 197

92. How would you rate counseling for students at your school? 198

93. How have counseling and guidance services in your school changed since the reform movement began in 1983? 199

94. Since 1983, what changes, if any, have taken place in your school for typical class size? 200

95. Some of the reform effort has been aimed at improving conditions for teachers. Based

on your personal experience, how have teachers having their own classroom changed since 1983? 201

96. How has elimination of classroom distractions (P.A. systems, etc.) in your school changed since the reform movement began in 1983? 202

97. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has freedom from nonteaching duties (hall, cafeteria, etc.) changed since 1983? 203

98. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has time to meet with other teachers changed since 1983? 204

99. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has the daily teaching load changed since 1983? 205

100. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has daily preparation time changed since 1983? 206

101. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has study space for teachers changed since 1983? 207

102. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has elimination of bureaucratic paperwork changed since 1983? 208

5 WORKING CONDITIONS: BUILDINGS AND MATERIALS

103. How have fiscal resources available to the school changed since the reform movement began in 1983? 211

104. During this school year, how much of your own money have you spent for supplies and other items used in support of your teaching activities? 212

105. During this school year, how much of your own money have you spent for supplies and other items used in support of your teaching activities? (Elementary teachers) 213

106. During this school year, how much of your own money have you spent for supplies and other items used in support of your teaching activities? (Secondary teachers) 214

107. How would you rate lighting at your school? 215

108. How would you rate cleanliness at your school? 216

109. How would you rate the condition of the physical plant of your school? 217

110. How would you rate the heating at your school? 218

111. How would you rate security at your school? 219

112. How would you rate the aesthetic qualities of your school? 220

113. How would you rate the cooling at your school? 221

114. How would you rate the available space at your school? 222
115. Please rate the quality of the photocopying machine at your school. 223
116. Please rate the quality of the secretarial services at your school. 224
117. Please rate the quality of the computer/word processor reserved for teachers' use at your school. 225
118. Please rate the quality of the telephones for professional use at your school. 226
119. Please rate the quality of the office/classroom supplies at your school. 227
120. Please rate the quality of the teachers' lounge at your school. 228
121. Please rate the quality of the typewriters reserved for teachers' use at your school. 229
122. Please rate the quality of the personal office or carrel at your school. 230

6 TEACHER INVOLVEMENT IN DECISION MAKING

123. In your school, who has the major role in evaluating teachers? 233
124. Who should have the major role in evaluating teachers in your school? 234
125. In your view, how fair is teacher evaluation at your school? 235
126. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has teacher evaluation changed since 1983? 236
127. In your school, how involved are teachers in choosing textbooks and instructional materials? 237
128. In your school, how involved are teachers in shaping the curriculum? 238
129. In your school, how involved are teachers in setting standards for student behavior? 239
130. In your school, how involved are teachers in designing staff development/inservice programs? 240
131. In your school, how involved are teachers in determining whether students are tracked by ability into special classes? 241
132. In your school, how involved are teachers in setting student promotion and retention policies? 242
133. In your school, how involved are teachers in deciding how the school budget is spent? 243
134. In your school, how involved are teachers in selecting new teachers? 244
135. In your school, how involved are teachers in evaluating teacher performance? 245
136. In your school, how involved are teachers in selecting new administrators? 246
137. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has teacher participation in the selection of textbooks and other instructional materials changed since 1983? 247

138. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has teacher participation in setting school goals changed since 1983? 248

139. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has teacher participation in shaping the curriculum changed since 1983? 249

7 THE STATUS OF THE PROFESSION

140. In my job I am treated as a professional. 253

141. If I had it to do over again, I would not become a public school teacher. 254

142. This is a poor time for any young person to begin a public school teaching career. 255

143. Which of the following best describes your career plans right now? 256

144. My school district provides the conditions and support for teachers to retire with dignity. 257

145. During the school year, how many hours per week do you typically work for pay outside your regular teaching? 258

146. Are you now participating in any of the following performance-based pay programs—career ladder? 259

147. Are you now participating in any of the following performance-based pay programs—mentor-teacher? 260

148. Are you now participating in any of the following performance-based pay programs—merit pay? 261

149. In your opinion, how well are classroom teachers in your school performing their roles? 262

150. In your opinion, how well is the principal in your school performing his/her role? 263

151. In your opinion, how well is the superintendent in your district performing his/her role? 264

152. In your opinion, how well are the school board members in your district performing their roles? 265

153. In your opinion, how well are education officials in your state performing their roles? 266

154. How would you rate the level of financial support for elementary and secondary education provided by your state legislature? 267

155. How would you rate your own salary? 268

156. How would you rate the principal in your school regarding his/her support for teachers? 269

157. How would you rate the effectiveness of the principal at your school? 270

158. How would you rate parental support of teachers at your school? 271

159. How would you rate sense of community among faculty and staff at your school? 272

160. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has salary changed since 1983? 273

161. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has inservice education changed since 1983? 274

162. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how have partnerships with business and industry changed since 1983? 275

163. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has money to support innovative ideas changed since 1983? 276

164. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has job security changed since 1983? 277

165. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how have special awards for teachers changed since 1983? 278

166. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how have teacher recruitment and selection changed since 1983? 279

167. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how have summer fellowships for teachers changed since 1983? 280

168. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has community respect for teachers changed since 1983? 281

169. Some of the reform effort has been aimed at improving conditions for teachers. Based on your personal experience, how has the teacher travel fund changed since 1983? 282

170. In order to make teaching a more attractive profession the following changes have been proposed from time to time. How do you rank higher salaries in order of importance? 283

171. In order to make teaching a more attractive profession the following changes have been proposed from time to time. How do you rank smaller classes and fewer students to teach in order of importance? 284

172. In order to make teaching a more attractive profession the following changes have been proposed from time to time. How do you rank more time for preparation during the school day in order of importance? 285

173. In order to make teaching a more attractive profession the following changes have been proposed from time to time. How do you rank less bureaucratic paperwork in order of importance? 286

174. In order to make teaching a more attractive profession the following changes have been proposed from time to time. How do you rank more support from the principal in order of importance? 287

175. In order to make teaching a more attractive profession the following changes have been proposed from time to time. How do you rank more support staff such as teachers' aides in order of importance? 288

176. In order to make teaching a more attractive profession the following changes have been proposed from time to time. How do you rank better professional development programs such as a regular summer fellowship for teachers in order of importance? 289

177. In order to make teaching a more attractive profession the following changes have been proposed from time to time. How do you rank better classroom and office facilities in order of importance? 290

8 ACHIEVING EXCELLENCE

178. There has been a widespread lowering of standards in American public education. 293

179. In recent months there has been much discussion about national standards for America's public schools. In general, do you support or oppose national certification of all teachers? 294

180. In recent months there has been much discussion about national standards for America's public schools. In general, do you support or oppose national goals for all schools? 295

181. In recent months there has been much discussion about national standards for America's public schools. In general, do you support or oppose national curriculum of core studies? 296

182. In recent months there has been much discussion about national standards for America's public schools. In general, do you support or oppose national standards for assessing student performance? 297

183. President Bush and U.S. Secretary of Education Cavazos have been urging a policy which would give parents a choice in selecting their children's school. In general, do you support or oppose that idea? 298

184. If you had the authority to do what is really necessary to make public schools better how would a classroom for each teacher be distributed on your priority list? 299

185. If you had the authority to do what is really necessary to make public schools better, how would improved retirement benefits be distributed on your priority list? 300

186. If you had the authority to do what is really necessary to make public schools better, how would improved instructional materials and supplies be distributed on your priority list? 301

187. If you had the authority to do what is really necessary to make public schools better,

how would a larger voice for teachers in setting school policy be distributed on your priority list? 302

188. If you had the authority to do what is really necessary to make public schools better, how would improved health care benefits be distributed on your priority list? 303

189. If you had the authority to do what is really necessary to make public schools better, how would more planning time for teachers be distributed on your priority list? 304

190. If you had the authority to do what is really necessary to make public schools better, how would reduction of teachers' time spent in nonteaching duties be distributed on your priority list? 305

191. If you had the authority to do what is really necessary to make public schools better, how would technological support equipment be distributed on your priority list? 306

192. If you had the authority to do what is really necessary to make public schools better, how would adequate office/carrel space be distributed on your priority list? 307

193. If you had the authority to do what is really necessary to make public schools better, how would a career ladder program for teachers be distributed on your priority list? 308

194. If you had the authority to do what is really necessary to make public schools better, how would a mentor-teacher program be distributed on your priority list? 309

195. If you had the authority to do what is really necessary to make public schools better, how would day care for children of teachers be distributed on your priority list? 310

196. If you had the authority to do what is really necessary to make public schools better, how would a merit pay program be distributed on your priority list? 311

197. If you had the authority to do what is really necessary to make public schools better, how would alternative certification routes be distributed on your priority list? 312

198. If you had the authority to do what is really necessary to make public schools better, how would requiring professional exams for teachers (such as the NTE) be distributed on your priority list? 313

199. If you had the authority to do what is really necessary to make public schools better, how would a somewhat longer school year be distributed on your priority list? 314

200. If you had the authority to do what is really necessary to make public schools better, how would longer school days be distributed on your priority list? 315

201. If you were to give a grade to the national post–1983 educational reform movement, what would it be? 316

202. If you were to give a grade to the post–1983 educational reform movement in your state, what would it be? 317

203. If you were to give a grade to the post–1983 educational reform movement at your school, what would it be? 318

1

Teachers Today: Attitudes and Values

Table 1. How Would You Rate Teacher Morale at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	4%	35%	41%	20%
Alabama	3	32	43	22
Alaska	4	43	37	16
Arizona	7	38	41	14
Arkansas	4	33	35	28
California	5	39	40	16
Colorado	6	35	37	22
Connecticut	4	41	40	15
Delaware	3	30	44	23
Florida	4	37	40	19
Georgia	4	37	40	19
Hawaii	3	40	42	15
Idaho	7	41	38	14
Illinois	2	35	44	18
Indiana	4	36	43	16
Iowa	6	37	43	14
Kansas	6	44	38	12
Kentucky	3	39	38	20
Louisiana	5	29	42	23
Maine	6	47	33	13
Maryland	3	29	46	22
Massachusetts	3	30	44	23
Michigan	4	39	37	20
Minnesota	3	39	45	13
Mississippi	7	37	41	15
Missouri	4	41	37	18
Montana	3	42	41	14
Nebraska	10	41	37	12
Nevada	6	36	42	16
New Hampshire	8	36	37	19
New Jersey	2	35	39	23
New Mexico	4	24	41	31
New York	3	35	41	21
North Carolina	2	28	46	24
North Dakota	3	26	48	23
Ohio	4	41	37	18
Oklahoma	8	30	40	21
Oregon	7	39	40	14
Pennsylvania	5	33	44	18
Rhode Island	6	35	40	20
South Carolina	6	33	42	20
South Dakota	7	42	36	15
Tennessee	5	32	42	22
Texas	4	27	42	27
Utah	4	19	38	39
Vermont	6	40	40	14
Virginia	6	34	46	14
Washington	3	39	43	15
West Virginia	2	16	36	46
Wisconsin	4	42	40	14
Wyoming	6	36	41	16

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 2. Overall, Are You Satisfied with Your Job in Your School?

	YES, SATISFIED	NO, NOT SATISFIED
ALL TEACHERS, 1990	86%	14%
ALL TEACHERS, 1987*	77	23
Alabama	82	18
Alaska	87	13
Arizona	83	17
Arkansas	83	17
California	84	16
Colorado	85	15
Connecticut	91	9
Delaware	84	16
Florida	85	15
Georgia	87	13
Hawaii	89	11
Idaho	86	14
Illinois	87	13
Indiana	89	11
Iowa	87	13
Kansas	89	11
Kentucky	87	13
Louisiana	83	17
Maine	86	14
Maryland	85	15
Massachusetts	85	15
Michigan	87	13
Minnesota	90	10
Mississippi	89	11
Missouri	87	13
Montana	89	11
Nebraska	92	8
Nevada	85	15
New Hampshire	87	13
New Jersey	84	16
New Mexico	85	15
New York	87	13
North Carolina	80	20
North Dakota	89	11
Ohio	89	11
Oklahoma	80	20
Oregon	85	15
Pennsylvania	86	14
Rhode Island	87	13
South Carolina	85	15
South Dakota	89	11
Tennessee	84	16
Texas	83	17
Utah	81	19
Vermont	87	13
Virginia	87	13
Washington	87	13
West Virginia	80	20
Wisconsin	89	11
Wyoming	88	12

* In 1987 the question read, "All in all, how satisfied are you with your job as a teacher in the public schools?" The response categories offered a four-point scale.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 3. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Overall Teacher Morale Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	17%	37%	44%	2%
ALL TEACHERS, 1987	23	28	48	1
Alabama	22	37	39	2
Alaska	18	38	40	4
Arizona	20	39	38	3
Arkansas	12	30	56	2
California	21	40	37	2
Colorado	18	31	48	3
Connecticut	26	38	35	1
Delaware	17	35	47	2
Florida	17	42	40	1
Georgia	22	27	49	2
Hawaii	25	42	29	4
Idaho	18	42	36	4
Illinois	14	44	42	0
Indiana	16	33	48	3
Iowa	15	39	45	1
Kansas	14	45	38	2
Kentucky	19	37	40	4
Louisiana	26	36	36	2
Maine	26	47	25	3
Maryland	13	42	43	1
Massachusetts	11	37	52	0
Michigan	19	35	44	2
Minnesota	19	35	45	1
Mississippi	33	31	33	3
Missouri	19	38	41	2
Montana	14	40	44	3
Nebraska	19	45	33	2
Nevada	13	46	38	3
New Hampshire	23	33	42	3
New Jersey	19	43	36	2
New Mexico	12	31	55	2
New York	15	38	46	2
North Carolina	15	34	51	1
North Dakota	9	34	55	2
Ohio	19	40	39	2
Oklahoma	14	33	52	1
Oregon	17	39	42	2
Pennsylvania	16	40	42	2
Rhode Island	24	39	35	3
South Carolina	25	36	34	5
South Dakota	15	42	39	4
Tennessee	15	34	48	3
Texas	14	22	61	2
Utah	7	25	66	2
Vermont	20	39	38	4
Virginia	18	40	42	1
Washington	14	36	47	3
West Virginia	8	22	69	1
Wisconsin	17	41	40	3
Wyoming	16	27	55	3

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 4. Overall, Are You Satisfied with Your Control over Your Professional Life as a Teacher?

	YES, SATISFIED	NO, NOT SATISFIED
ALL TEACHERS, 1990	55%	45%
ALL TEACHERS, 1987*	75	25
Alabama	57	43
Alaska	66	34
Arizona	55	45
Arkansas	51	49
California	57	43
Colorado	63	37
Connecticut	68	32
Delaware	59	41
Florida	52	48
Georgia	53	47
Hawaii	66	34
Idaho	57	43
Illinois	58	42
Indiana	58	42
Iowa	59	41
Kansas	59	41
Kentucky	46	54
Louisiana	47	53
Maine	65	35
Maryland	49	51
Massachusetts	50	50
Michigan	61	39
Minnesota	59	41
Mississippi	63	37
Missouri	59	41
Montana	62	38
Nebraska	64	36
Nevada	57	43
New Hampshire	60	40
New Jersey	58	42
New Mexico	48	52
New York	56	44
North Carolina	41	59
North Dakota	57	43
Ohio	62	38
Oklahoma	47	53
Oregon	58	42
Pennsylvania	62	38
Rhode Island	59	41
South Carolina	53	47
South Dakota	59	41
Tennessee	51	49
Texas	47	53
Utah	43	57
Vermont	68	32
Virginia	56	44
Washington	52	48
West Virginia	34	66
Wisconsin	66	34
Wyoming	61	39

* In 1987 the question read, "Overall, how satisfied are you with your level of control over your professional life as a teacher?" Response categories offered a four-point scale.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 5. Most of the Teachers I Know Really Enjoy Their Work

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	10%	57%	27%	7%
Alabama	8	45	37	11
Alaska	13	61	23	3
Arizona	13	64	19	4
Arkansas	9	53	28	10
California	12	60	23	6
Colorado	13	58	26	3
Connecticut	11	62	22	5
Delaware	8	50	33	9
Florida	9	54	30	8
Georgia	10	51	32	8
Hawaii	9	56	31	5
Idaho	14	65	19	3
Illinois	10	62	22	6
Indiana	9	61	25	5
Iowa	11	61	24	4
Kansas	9	68	20	3
Kentucky	6	54	32	9
Louisiana	10	50	28	12
Maine	10	68	20	2
Maryland	6	53	34	8
Massachusetts	9	50	32	9
Michigan	11	59	24	6
Minnesota	14	61	24	1
Mississippi	12	52	27	9
Missouri	9	59	28	5
Montana	15	59	22	4
Nebraska	13	65	20	2
Nevada	7	58	28	7
New Hampshire	13	65	18	4
New Jersey	9	54	27	10
New Mexico	11	54	27	8
New York	7	58	27	8
North Carolina	6	46	36	12
North Dakota	16	59	21	5
Ohio	10	62	23	4
Oklahoma	8	62	25	5
Oregon	9	66	21	4
Pennsylvania	11	56	25	7
Rhode Island	10	56	26	8
South Carolina	9	53	26	12
South Dakota	15	66	16	3
Tennessee	7	50	30	13
Texas	7	52	30	10
Utah	10	58	25	7
Vermont	15	60	19	6
Virginia	7	57	31	6
Washington	14	61	20	4
West Virginia	6	50	31	14
Wisconsin	14	58	26	2
Wyoming	12	61	22	5

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 6. I Am More Enthusiastic About My Work Now Than I Was When I Began Public School Teaching

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	16%	33%	31%	20%
Alabama	13	28	34	25
Alaska	22	37	27	14
Arizona	19	33	31	17
Arkansas	13	33	29	25
California	19	36	27	18
Colorado	18	38	30	14
Connecticut	19	32	32	16
Delaware	15	33	31	20
Florida	19	28	31	22
Georgia	18	33	29	19
Hawaii	12	37	34	17
Idaho	16	35	35	14
Illinois	15	37	33	15
Indiana	15	34	32	19
Iowa	20	33	32	15
Kansas	15	38	32	15
Kentucky	13	28	37	23
Louisiana	14	34	28	25
Maine	21	37	28	14
Maryland	13	34	30	23
Massachusetts	18	39	25	18
Michigan	16	36	32	17
Minnesota	18	36	33	12
Mississippi	24	28	26	22
Missouri	15	35	33	18
Montana	19	35	32	14
Nebraska	18	41	28	14
Nevada	16	38	28	18
New Hampshire	22	33	30	16
New Jersey	14	31	33	22
New Mexico	15	33	31	20
New York	17	32	31	20
North Carolina	11	30	33	25
North Dakota	19	40	28	12
Ohio	15	35	28	22
Oklahoma	12	30	34	23
Oregon	18	32	32	18
Pennsylvania	13	34	35	18
Rhode Island	18	37	30	16
South Carolina	16	33	25	26
South Dakota	21	39	28	11
Tennessee	11	33	32	25
Texas	20	29	27	24
Utah	11	31	31	27
Vermont	19	38	26	18
Virginia	18	28	31	24
Washington	15	35	33	16
West Virginia	11	27	33	28
Wisconsin	17	36	31	16
Wyoming	19	37	31	13

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 7. I Tend to Subordinate All Aspects of My Life to My Work as a Teacher

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	17%	38%	31%	14%
Alabama	20	41	26	13
Alaska	21	41	27	12
Arizona	18	33	39	10
Arkansas	18	42	27	12
California	15	33	33	18
Colorado	19	36	31	15
Connecticut	13	38	33	16
Delaware	15	39	32	13
Florida	18	36	31	15
Georgia	20	42	26	13
Hawaii	18	44	30	9
Idaho	17	43	27	13
Illinois	14	38	31	18
Indiana	14	44	33	9
Iowa	18	44	28	10
Kansas	14	43	31	12
Kentucky	18	47	24	11
Louisiana	22	43	26	9
Maine	13	41	32	13
Maryland	14	37	36	13
Massachusetts	14	31	38	16
Michigan	15	42	33	10
Minnesota	13	41	34	11
Mississippi	24	41	24	11
Missouri	15	41	29	14
Montana	18	38	32	12
Nebraska	19	43	28	10
Nevada	19	41	32	9
New Hampshire	17	34	33	16
New Jersey	13	36	34	16
New Mexico	19	43	24	14
New York	13	34	36	18
North Carolina	26	43	20	10
North Dakota	16	47	32	5
Ohio	14	43	31	11
Oklahoma	20	43	26	11
Oregon	15	33	33	18
Pennsylvania	11	34	38	17
Rhode Island	10	30	40	20
South Carolina	18	39	28	15
South Dakota	25	44	22	9
Tennessee	16	43	30	11
Texas	25	35	31	10
Utah	18	39	31	12
Vermont	16	39	31	15
Virginia	20	38	30	12
Washington	15	39	32	14
West Virginia	19	40	28	13
Wisconsin	16	42	30	11
Wyoming	16	43	30	10

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 8. How Many Hours Per Week, Including Time Inside and Outside of School, Do You Typically Spend on Your Job?

	FEWER THAN 35 HOURS	35–39 HOURS	40–44 HOURS	45–49 HOURS	50–59 HOURS	60 HOURS OR MORE
ALL TEACHERS, 1990	2%	7%	22%	32%	25%	12%
ALL TEACHERS, 1987	5	6	18	27	33	11
Alabama	1	7	24	36	24	8
Alaska	2	4	12	29	37	16
Arizona	1	4	14	28	34	18
Arkansas	2	8	22	36	25	8
California	3	6	24	33	24	11
Colorado	2	4	19	26	35	14
Connecticut	1	10	29	30	21	9
Delaware	1	7	23	32	25	13
Florida	3	6	24	31	23	13
Georgia	1	4	18	34	27	16
Hawaii	3	6	19	32	26	14
Idaho	1	3	16	31	35	14
Illinois	1	7	24	30	25	12
Indiana	1	6	22	35	24	12
Iowa	1	2	11	36	35	15
Kansas	1	3	15	30	36	15
Kentucky	2	8	26	35	16	13
Louisiana	1	10	27	29	23	10
Maine	1	6	16	40	23	15
Maryland	3	4	19	31	31	13
Massachusetts	5	13	26	30	19	7
Michigan	3	7	24	36	21	10
Minnesota	2	3	20	35	31	10
Mississippi	2	9	25	30	23	11
Missouri	3	5	18	27	32	15
Montana	1	4	22	30	30	13
Nebraska	2	1	10	32	36	18
Nevada	2	5	24	29	26	14
New Hampshire	1	5	21	34	27	11
New Jersey	1	15	32	27	16	7
New Mexico	3	9	19	30	26	13
New York	3	12	30	28	20	8
North Carolina	2	5	21	31	28	15
North Dakota	2	2	16	30	35	15
Ohio	3	6	23	32	25	12
Oklahoma	2	7	19	32	29	11
Oregon	2	2	14	36	30	16
Pennsylvania	1	11	29	34	16	8
Rhode Island	3	16	41	24	11	5
South Carolina	1	8	26	33	21	11
South Dakota	1	4	11	32	37	15
Tennessee	2	7	21	34	29	8
Texas	2	4	18	29	29	18
Utah	1	5	20	31	29	14
Vermont	1	5	20	32	32	10
Virginia	2	8	13	36	30	12
Washington	1	4	13	34	33	15
West Virginia	2	10	22	32	23	12
Wisconsin	1	2	16	33	36	12
Wyoming	1	2	20	31	31	14

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 9. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Parent Support for Teachers Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	15%	54%	28%	3%
ALL TEACHERS, 1987	26	47	25	2
Alabama	14	53	28	4
Alaska	14	54	28	4
Arizona	14	52	30	4
Arkansas	14	49	35	3
California	15	58	24	4
Colorado	12	48	37	3
Connecticut	21	58	18	4
Delaware	17	50	31	2
Florida	18	47	34	2
Georgia	15	46	34	5
Hawaii	21	55	18	5
Idaho	13	57	24	6
Illinois	12	62	25	1
Indiana	14	53	31	3
Iowa	19	53	26	3
Kansas	15	49	32	3
Kentucky	15	54	29	3
Louisiana	23	49	27	1
Maine	17	66	14	3
Maryland	15	51	32	2
Massachusetts	12	58	29	1
Michigan	14	54	29	3
Minnesota	16	58	21	4
Mississippi	19	53	26	2
Missouri	12	57	28	3
Montana	16	58	24	3
Nebraska	19	53	25	3
Nevada	11	52	33	4
New Hampshire	22	44	29	4
New Jersey	16	58	22	3
New Mexico	16	49	33	3
New York	13	58	26	3
North Carolina	15	49	33	2
North Dakota	15	58	26	2
Ohio	11	54	31	4
Oklahoma	13	47	37	3
Oregon	12	58	27	3
Pennsylvania	13	57	28	2
Rhode Island	20	56	22	2
South Carolina	26	47	22	5
South Dakota	15	54	26	5
Tennessee	16	51	32	2
Texas	13	52	32	3
Utah	12	49	36	2
Vermont	17	49	30	4
Virginia	18	57	22	3
Washington	17	54	27	2
West Virginia	14	51	34	1
Wisconsin	13	54	28	5
Wyoming	14	49	35	3

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 10. In Your View, Which of the Following Is the Most Pressing Problem Facing America Today?

	THREATS TO THE ENVIRONMENT	FEDERAL BUDGET DEFICIT	INADEQUACIES OF PUBLIC SCHOOLS	CORRUPTION IN GOVERNMENT	DRUG ABUSE	INADEQUATE PARENTING
ALL TEACHERS, 1990	13%	6%	6%	3%	30%	28%
Alabama	7	5	6	3	33	33
Alaska	20	7	5	3	25	30
Arizona	15	6	8	4	24	32
Arkansas	8	6	6	5	27	37
California	21	4	7	0	27	24
Colorado	16	7	5	3	20	36
Connecticut	14	7	3	2	38	23
Delaware	15	6	7	2	30	28
Florida	12	8	5	4	31	24
Georgia	8	3	5	1	35	35
Hawaii	12	6	6	4	31	28
Idaho	13	11	6	5	22	35
Illinois	16	7	8	5	29	26
Indiana	10	6	6	4	30	36
Iowa	17	10	3	4	28	26
Kansas	10	10	6	3	27	30
Kentucky	9	5	8	4	26	37
Louisiana	5	2	9	7	40	23
Maine	22	8	3	2	23	28
Maryland	12	7	6	1	36	23
Massachusetts	9	9	10	5	27	21
Michigan	14	7	6	2	26	33
Minnesota	17	11	4	3	28	26
Mississippi	4	3	6	5	42	27
Missouri	12	8	5	4	27	33
Montana	18	11	5	6	23	24
Nebraska	12	10	3	2	29	34
Nevada	19	5	7	3	25	28
New Hampshire	25	11	5	2	17	24
New Jersey	17	6	4	5	35	18
New Mexico	10	7	7	4	23	33
New York	16	8	4	1	32	21
North Carolina	11	4	4	2	34	30
North Dakota	9	14	8	7	27	22
Ohio	12	6	5	4	28	32
Oklahoma	9	7	7	7	22	36
Oregon	15	6	7	3	26	32
Pennsylvania	14	5	4	5	34	31
Rhode Island	19	10	6	4	32	15
South Carolina	9	6	6	1	33	29
South Dakota	11	7	5	7	26	31
Tennessee	11	6	7	5	29	30
Texas	10	4	5	3	39	28
Utah	6	9	9	5	22	37
Vermont	27	10	3	3	13	28
Virginia	10	5	5	1	31	33
Washington	14	7	6	2	23	32
West Virginia	10	6	9	8	22	30
Wisconsin	16	8	3	2	27	30
Wyoming	15	8	7	3	20	32

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 10. In Your View, Which of the Following Is the Most Pressing Problem Facing America Today? *(Continued)*

	CRIME	HOMELESSNESS	HUNGER/ MALNUTRITION	AIDS	POVERTY
ALL TEACHERS, 1990	4%	2%	0%	2%	5%
Alabama	4	1	0	5	3
Alaska	2	1	0	2	5
Arizona	2	1	0	1	8
Arkansas	3	1	0	3	5
California	5	3	1	1	7
Colorado	2	2	0	3	6
Connecticut	4	2	0	0	6
Delaware	2	3	0	2	4
Florida	6	1	0	5	3
Georgia	5	1	0	4	3
Hawaii	6	5	0	1	2
Idaho	2	1	0	1	5
Illinois	3	1	1	1	4
Indiana	2	1	0	2	3
Iowa	1	3	0	3	5
Kansas	3	2	0	2	7
Kentucky	1	3	0	4	4
Louisiana	4	2	0	3	5
Maine	1	1	0	4	8
Maryland	3	3	0	3	6
Massachusetts	4	2	0	3	9
Michigan	5	1	0	1	5
Minnesota	2	2	0	1	6
Mississippi	4	1	0	3	6
Missouri	2	2	0	1	5
Montana	2	4	1	3	4
Nebraska	2	1	0	2	4
Nevada	4	2	0	4	3
New Hampshire	2	3	0	3	7
New Jersey	4	3	0	3	4
New Mexico	4	2	0	3	7
New York	5	3	0	4	5
North Carolina	3	2	1	3	6
North Dakota	2	3	0	3	5
Ohio	2	3	1	1	6
Oklahoma	6	1	0	2	3
Oregon	5	1	0	1	6
Pennsylvania	3	1	0	1	3
Rhode Island	3	5	1	2	4
South Carolina	5	2	1	5	4
South Dakota	3	2	0	4	5
Tennessee	4	2	0	2	4
Texas	3	2	0	2	3
Utah	4	3	0	1	3
Vermont	2	3	0	3	7
Virginia	4	2	0	3	6
Washington	2	1	0	3	9
West Virginia	3	2	0	3	7
Wisconsin	3	2	0	2	6
Wyoming	2	4	1	3	5

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 11. How Would You Characterize Yourself Politically at the Present Time?

	LIBERAL	MODERATELY LIBERAL	MIDDLE-OF-THE-ROAD	MODERATELY CONSERVATIVE	CONSERVATIVE
ALL TEACHERS, 1990	7%	22%	29%	32%	10%
Alabama	5	16	24	38	16
Alaska	11	27	27	27	8
Arizona	7	22	30	29	11
Arkansas	5	14	26	38	16
California	12	27	21	33	7
Colorado	13	29	26	26	5
Connecticut	8	27	30	27	8
Delaware	6	25	30	31	8
Florida	10	20	31	28	11
Georgia	6	19	23	38	14
Hawaii	10	25	31	26	9
Idaho	4	22	33	30	11
Illinois	7	24	36	27	6
Indiana	5	20	27	39	8
Iowa	7	25	32	30	5
Kansas	6	21	31	31	11
Kentucky	5	15	31	35	14
Louisiana	8	16	32	33	12
Maine	10	25	31	28	6
Maryland	9	25	28	28	10
Massachusetts	11	27	30	24	9
Michigan	6	26	32	28	8
Minnesota	9	26	29	29	7
Mississippi	11	13	20	36	19
Missouri	5	20	27	39	9
Montana	7	19	35	33	7
Nebraska	6	18	33	34	10
Nevada	7	20	28	34	10
New Hampshire	9	31	32	22	5
New Jersey	7	19	33	31	8
New Mexico	8	20	29	32	11
New York	10	22	34	25	9
North Carolina	7	21	28	32	11
North Dakota	4	21	36	31	8
Ohio	5	20	23	41	11
Oklahoma	1	17	30	39	13
Oregon	9	30	28	27	5
Pennsylvania	5	20	34	33	9
Rhode Island	7	26	36	26	5
South Carolina	4	14	32	39	12
South Dakota	4	21	33	34	8
Tennessee	3	17	31	39	10
Texas	7	19	26	36	13
Utah	4	18	26	42	10
Vermont	11	24	34	25	7
Virginia	6	20	30	32	12
Washington	9	30	31	23	6
West Virginia	5	19	28	36	12
Wisconsin	7	23	38	27	5
Wyoming	5	20	28	37	10

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 12. Did You Vote in the Last Presidential Election?

	YES	NO
ALL TEACHERS, 1990	96%	4%
Alabama	99	1
Alaska	98	2
Arizona	91	9
Arkansas	96	4
California	98	2
Colorado	98	2
Connecticut	98	2
Delaware	97	3
Florida	93	7
Georgia	93	7
Hawaii	95	5
Idaho	95	5
Illinois	97	3
Indiana	96	4
Iowa	97	3
Kansas	95	5
Kentucky	96	4
Louisiana	95	5
Maine	98	2
Maryland	96	4
Massachusetts	98	2
Michigan	97	3
Minnesota	98	2
Mississippi	97	3
Missouri	96	4
Montana	97	3
Nebraska	96	4
Nevada	94	6
New Hampshire	95	5
New Jersey	95	5
New Mexico	93	7
New York	95	5
North Carolina	96	4
North Dakota	99	1
Ohio	96	4
Oklahoma	95	5
Oregon	99	1
Pennsylvania	95	5
Rhode Island	97	3
South Carolina	93	7
South Dakota	96	4
Tennessee	96	4
Texas	95	5
Utah	98	2
Vermont	97	3
Virginia	95	5
Washington	96	4
West Virginia	96	4
Wisconsin	98	2
Wyoming	95	5

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 13. How Do You Feel About Religion?

	DEEPLY RELIGIOUS	MODERATELY RELIGIOUS	LARGELY INDIFFERENT TO RELIGION	BASICALLY OPPOSED TO RELIGION
ALL TEACHERS, 1990	25%	62%	12%	1%
Alabama	38	58	3	0
Alaska	17	54	25	3
Arizona	25	56	17	2
Arkansas	47	48	4	1
California	21	51	24	4
Colorado	19	62	16	2
Connecticut	18	65	17	0
Delaware	17	70	12	1
Florida	24	63	11	2
Georgia	39	57	3	0
Hawaii	17	60	23	1
Idaho	33	50	15	1
Illinois	22	65	12	1
Indiana	23	68	8	0
Iowa	17	74	7	1
Kansas	25	69	6	0
Kentucky	40	56	4	0
Louisiana	39	56	4	1
Maine	12	67	20	1
Maryland	18	68	13	1
Massachusetts	15	61	22	2
Michigan	20	69	10	1
Minnesota	23	70	7	1
Mississippi	48	51	1	1
Missouri	26	64	9	1
Montana	20	63	15	1
Nebraska	23	71	6	0
Nevada	27	52	18	3
New Hampshire	12	58	26	4
New Jersey	19	67	13	1
New Mexico	31	58	10	1
New York	14	64	20	2
North Carolina	32	61	6	0
North Dakota	21	73	5	1
Ohio	25	63	11	1
Oklahoma	36	59	4	1
Oregon	20	56	21	3
Pennsylvania	21	69	9	1
Rhode Island	13	71	16	1
South Carolina	35	61	3	0
South Dakota	23	72	4	0
Tennessee	37	61	2	0
Texas	33	62	5	0
Utah	63	27	9	1
Vermont	13	64	21	2
Virginia	23	67	9	0
Washington	20	57	21	2
West Virginia	24	68	7	0
Wisconsin	17	69	13	1
Wyoming	23	64	12	2

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 14. I Am Apprehensive About the Future of This Country

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	30%	43%	21%	6%
Alabama	32	44	19	5
Alaska	32	38	24	7
Arizona	30	44	20	6
Arkansas	37	40	15	8
California	31	38	23	8
Colorado	26	45	24	5
Connecticut	24	49	20	7
Delaware	34	45	16	5
Florida	35	45	15	4
Georgia	31	47	15	7
Hawaii	23	47	25	5
Idaho	22	41	27	9
Illinois	25	44	23	8
Indiana	23	48	23	6
Iowa	19	49	25	7
Kansas	25	40	30	5
Kentucky	37	41	20	3
Louisiana	37	46	12	4
Maine	25	45	22	7
Maryland	30	46	20	4
Massachusetts	37	44	14	4
Michigan	28	38	26	7
Minnesota	21	42	30	7
Mississippi	35	44	15	6
Missouri	25	41	27	7
Montana	24	39	30	6
Nebraska	19	49	26	5
Nevada	34	41	21	5
New Hampshire	28	39	28	6
New Jersey	30	41	23	5
New Mexico	39	40	17	4
New York	28	46	21	5
North Carolina	40	45	13	3
North Dakota	27	45	23	5
Ohio	29	43	21	7
Oklahoma	34	40	21	6
Oregon	29	45	21	6
Pennsylvania	24	41	30	5
Rhode Island	28	47	20	5
South Carolina	30	45	20	5
South Dakota	17	48	26	9
Tennessee	28	46	21	4
Texas	37	40	18	5
Utah	25	43	25	7
Vermont	29	42	21	8
Virginia	30	44	19	7
Washington	30	43	23	5
West Virginia	43	43	9	4
Wisconsin	26	44	24	6
Wyoming	23	42	26	9

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

2

The Students

Table 15. Last Month, What Proportion of Your Students Had Serious Family Problems Which Significantly Hindered Their Learning in School?

	NONE	LESS THAN 20%	20% TO 39%	40% TO 59%	60% OR MORE
ALL TEACHERS, 1990	3%	45%	30%	13%	9%
Alabama	4	53	25	11	8
Alaska	3	33	35	12	17
Arizona	2	41	32	13	12
Arkansas	3	45	34	12	6
California	5	38	34	13	11
Colorado	4	42	33	11	10
Connecticut	4	49	25	12	10
Delaware	2	41	34	12	11
Florida	1	43	26	20	10
Georgia	5	48	27	13	6
Hawaii	4	58	23	10	5
Idaho	4	50	31	9	6
Illinois	4	46	29	12	9
Indiana	3	47	30	11	11
Iowa	3	52	28	10	6
Kansas	3	45	33	11	9
Kentucky	1	44	28	14	13
Louisiana	4	50	26	12	8
Maine	3	42	31	12	11
Maryland	2	47	26	16	8
Massachusetts	3	41	32	14	10
Michigan	2	44	32	13	9
Minnesota	2	50	35	8	5
Mississippi	4	56	24	10	6
Missouri	3	46	30	13	8
Montana	3	49	30	11	7
Nebraska	5	52	28	7	7
Nevada	2	42	33	15	9
New Hampshire	2	43	35	12	7
New Jersey	7	51	25	10	7
New Mexico	2	42	35	13	9
New York	1	47	34	12	7
North Carolina	4	43	32	14	7
North Dakota	12	58	22	5	2
Ohio	2	47	27	14	10
Oklahoma	1	43	29	14	12
Oregon	2	41	32	14	11
Pennsylvania	4	50	27	12	7
Rhode Island	4	43	33	12	8
South Carolina	7	50	25	11	7
South Dakota	7	53	29	7	5
Tennessee	5	40	35	13	7
Texas	5	43	32	12	9
Utah	3	55	27	8	7
Vermont	2	36	38	14	9
Virginia	1	50	28	15	6
Washington	2	36	37	16	9
West Virginia	4	49	24	13	9
Wisconsin	3	43	34	11	10
Wyoming	3	43	33	14	8

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 16. Please Indicate the Extent to Which Teen Pregnancy/Parenting Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL	NOT APPLICABLE
ALL TEACHERS, 1990	22%	57%	19%	3%
Alabama	35	54	10	2
Alaska	30	50	18	2
Arizona	32	51	14	3
Arkansas	37	56	5	1
California	17	57	23	4
Colorado	17	62	19	2
Connecticut	10	50	36	3
Delaware	30	63	5	3
Florida	20	59	18	3
Georgia	36	49	15	1
Hawaii	30	52	17	1
Idaho	18	63	16	3
Illinois	19	55	24	2
Indiana	27	55	16	2
Iowa	11	63	23	3
Kansas	11	61	25	3
Kentucky	28	56	14	2
Louisiana	36	49	11	4
Maine	12	57	28	2
Maryland	22	58	18	2
Massachusetts	15	48	33	4
Michigan	14	64	20	2
Minnesota	12	64	20	4
Mississippi	42	51	6	1
Missouri	21	64	12	3
Montana	15	57	27	2
Nebraska	14	59	23	4
Nevada	30	56	11	3
New Hampshire	11	61	24	4
New Jersey	11	42	40	7
New Mexico	36	47	14	3
New York	16	56	25	3
North Carolina	27	60	12	2
North Dakota	7	59	32	2
Ohio	26	57	15	2
Oklahoma	27	57	14	3
Oregon	21	50	23	6
Pennsylvania	17	63	19	0
Rhode Island	16	65	19	1
South Carolina	39	52	8	1
South Dakota	11	54	33	2
Tennessee	26	54	18	2
Texas	30	57	12	2
Utah	13	55	27	5
Vermont	14	55	26	5
Virginia	23	63	12	2
Washington	19	59	20	3
West Virginia	19	62	18	0
Wisconsin	14	64	18	4
Wyoming	31	51	17	1

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 17. In Your Opinion, How Well Are the Parents of Children in Your School Performing Their Roles?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
ALL TEACHERS, 1990	4%	35%	44%	16%	1%
ALL TEACHERS, 1987	4	37	45	13	1
Alabama	3	23	52	22	0
Alaska	4	32	46	18	1
Arizona	4	33	43	19	1
Arkansas	1	30	45	23	1
California	4	36	43	16	1
Colorado	3	43	41	12	1
Connecticut	6	42	38	12	3
Delaware	3	29	47	17	3
Florida	4	28	45	21	1
Georgia	3	27	48	20	2
Hawaii	2	31	50	16	1
Idaho	6	42	41	9	2
Illinois	4	40	42	14	0
Indiana	4	38	42	15	1
Iowa	4	46	41	8	1
Kansas	4	40	45	10	1
Kentucky	3	29	44	22	1
Louisiana	4	25	46	24	1
Maine	5	48	38	8	0
Maryland	4	32	47	16	1
Massachusetts	3	42	43	10	1
Michigan	5	35	47	13	0
Minnesota	8	49	36	5	1
Mississippi	1	26	44	26	2
Missouri	4	36	47	13	0
Montana	4	47	41	7	1
Nebraska	8	47	34	10	1
Nevada	6	26	49	17	2
New Hampshire	2	46	42	8	2
New Jersey	5	44	38	11	1
New Mexico	5	27	51	16	1
New York	3	38	46	12	2
North Carolina	2	28	50	20	1
North Dakota	7	51	35	6	0
Ohio	3	36	45	16	0
Oklahoma	3	35	49	13	0
Oregon	5	38	46	10	1
Pennsylvania	4	39	43	13	1
Rhode Island	5	37	39	16	2
South Carolina	3	31	42	22	2
South Dakota	4	45	43	7	1
Tennessee	2	30	46	20	1
Texas	3	28	45	23	0
Utah	7	48	37	7	1
Vermont	3	38	47	12	0
Virginia	3	30	51	15	1
Washington	6	41	40	11	2
West Virginia	2	34	47	16	1
Wisconsin	4	44	39	12	1
Wyoming	3	42	44	11	0

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 18. How Has Parental Involvement in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	23%	44%	29%	5%
ALL TEACHERS, 1987	40	39	18	2
Alabama	22	42	32	4
Alaska	24	46	24	6
Arizona	24	41	29	6
Arkansas	26	40	29	5
California	16	50	27	7
Colorado	25	40	29	5
Connecticut	25	48	24	3
Delaware	23	40	36	2
Florida	24	40	32	4
Georgia	25	37	31	6
Hawaii	35	37	21	7
Idaho	22	45	28	6
Illinois	21	50	25	4
Indiana	23	35	35	7
Iowa	29	41	25	4
Kansas	24	40	32	4
Kentucky	27	39	31	3
Louisiana	29	37	31	3
Maine	32	49	15	4
Maryland	25	39	33	3
Massachusetts	28	46	21	6
Michigan	19	49	28	4
Minnesota	33	43	22	2
Mississippi	28	45	24	3
Missouri	20	44	33	3
Montana	26	37	30	6
Nebraska	26	42	28	4
Nevada	18	36	42	5
New Hampshire	28	40	24	8
New Jersey	25	46	23	6
New Mexico	24	44	26	5
New York	20	46	29	5
North Carolina	25	38	32	5
North Dakota	31	41	22	5
Ohio	18	47	30	5
Oklahoma	23	40	33	4
Oregon	20	44	28	7
Pennsylvania	24	49	22	5
Rhode Island	34	44	19	3
South Carolina	33	42	21	5
South Dakota	22	46	24	8
Tennessee	18	45	32	5
Texas	21	43	33	3
Utah	23	46	28	3
Vermont	28	38	26	8
Virginia	28	37	32	3
Washington	24	41	30	5
West Virginia	25	42	27	5
Wisconsin	21	40	30	9
Wyoming	20	47	29	4

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 19. Please Indicate the Extent to Which Alcohol Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	24%	60%	16%
ALL TEACHERS, 1987*	13	70	18
Alabama	21	59	20
Alaska	40	50	11
Arizona	34	57	9
Arkansas	26	63	11
California	22	59	19
Colorado	28	65	8
Connecticut	21	60	19
Delaware	20	67	13
Florida	16	66	18
Georgia	15	60	25
Hawaii	18	68	14
Idaho	33	61	6
Illinois	27	56	17
Indiana	30	58	12
Iowa	38	54	7
Kansas	29	58	13
Kentucky	24	58	18
Louisiana	15	65	20
Maine	24	59	17
Maryland	21	58	20
Massachusetts	16	66	18
Michigan	28	60	12
Minnesota	26	67	7
Mississippi	18	56	26
Missouri	31	57	11
Montana	32	56	12
Nebraska	40	53	6
Nevada	31	58	10
New Hampshire	26	62	12
New Jersey	14	59	27
New Mexico	35	57	9
New York	23	60	17
North Carolina	22	64	14
North Dakota	28	58	13
Ohio	30	63	7
Oklahoma	22	60	18
Oregon	29	62	10
Pennsylvania	26	61	13
Rhode Island	18	68	14
South Carolina	20	64	16
South Dakota	33	56	11
Tennessee	20	55	25
Texas	25	60	15
Utah	17	66	17
Vermont	21	58	21
Virginia	22	60	18
Washington	31	61	8
West Virginia	18	63	19
Wisconsin	40	49	11
Wyoming	38	50	12

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 20. Please Indicate the Extent to Which Drugs Other Than Alcohol Are a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	7%	43%	50%
ALL TEACHERS, 1987*	5	49	46
Alabama	7	47	45
Alaska	20	52	28
Arizona	10	43	47
Arkansas	10	53	37
California	6	32	62
Colorado	10	51	40
Connecticut	6	36	58
Delaware	9	47	44
Florida	7	43	50
Georgia	6	40	54
Hawaii	10	41	49
Idaho	9	45	46
Illinois	7	35	58
Indiana	8	47	45
Iowa	6	53	40
Kansas	4	45	50
Kentucky	6	40	54
Louisiana	7	40	53
Maine	8	39	53
Maryland	7	42	50
Massachusetts	6	51	44
Michigan	4	45	51
Minnesota	5	55	39
Mississippi	9	46	46
Missouri	10	49	41
Montana	7	40	53
Nebraska	6	49	45
Nevada	14	43	44
New Hampshire	7	36	57
New Jersey	5	38	57
New Mexico	10	38	53
New York	7	46	47
North Carolina	7	39	53
North Dakota	4	41	55
Ohio	7	50	43
Oklahoma	8	50	42
Oregon	10	44	46
Pennsylvania	7	48	44
Rhode Island	6	36	57
South Carolina	6	35	60
South Dakota	4	43	53
Tennessee	6	37	57
Texas	11	43	46
Utah	4	40	56
Vermont	5	41	53
Virginia	8	34	58
Washington	11	48	40
West Virginia	6	39	55
Wisconsin	9	45	47
Wyoming	12	45	44

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 21. Please Indicate the Extent to Which Abused or Neglected Children/Young People Are a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	19%	70%	11%
ALL TEACHERS, 1987*	9	80	11
Alabama	17	72	11
Alaska	39	55	5
Arizona	25	66	9
Arkansas	20	71	9
California	20	69	11
Colorado	24	68	8
Connecticut	18	66	16
Delaware	27	66	7
Florida	19	68	13
Georgia	23	65	12
Hawaii	15	74	11
Idaho	22	74	4
Illinois	15	70	15
Indiana	17	76	8
Iowa	15	71	14
Kansas	18	71	11
Kentucky	24	69	7
Louisiana	16	70	15
Maine	24	70	6
Maryland	18	72	10
Massachusetts	14	75	12
Michigan	19	74	8
Minnesota	15	77	8
Mississippi	15	72	13
Missouri	18	72	9
Montana	21	67	12
Nebraska	15	74	10
Nevada	27	68	5
New Hampshire	18	76	6
New Jersey	11	69	20
New Mexico	20	74	6
New York	20	67	14
North Carolina	18	74	8
North Dakota	11	67	22
Ohio	21	71	9
Oklahoma	18	75	8
Oregon	30	65	6
Pennsylvania	15	75	10
Rhode Island	13	74	13
South Carolina	17	73	10
South Dakota	15	73	12
Tennessee	19	69	12
Texas	24	68	7
Utah	14	76	11
Vermont	26	69	5
Virginia	16	73	11
Washington	29	67	4
West Virginia	18	71	11
Wisconsin	18	73	9
Wyoming	27	65	8

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 22. Please Indicate the Extent to Which Poor Health Among Students Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	6%	61%	33%
ALL TEACHERS, 1987*	3	66	31
Alabama	4	62	34
Alaska	10	57	32
Arizona	11	64	25
Arkansas	5	68	27
California	4	64	32
Colorado	8	57	36
Connecticut	4	54	42
Delaware	8	69	23
Florida	6	64	30
Georgia	7	58	35
Hawaii	6	58	35
Idaho	5	68	27
Illinois	8	58	34
Indiana	6	65	29
Iowa	3	57	39
Kansas	6	59	35
Kentucky	9	71	20
Louisiana	7	63	30
Maine	8	64	28
Maryland	7	60	33
Massachusetts	4	58	38
Michigan	4	65	32
Minnesota	4	58	37
Mississippi	5	61	34
Missouri	6	66	28
Montana	6	60	35
Nebraska	5	60	36
Nevada	9	66	25
New Hampshire	3	67	30
New Jersey	4	51	46
New Mexico	9	66	25
New York	6	58	36
North Carolina	5	63	32
North Dakota	2	46	52
Ohio	6	58	35
Oklahoma	6	66	29
Oregon	11	67	22
Pennsylvania	7	59	34
Rhode Island	4	58	38
South Carolina	8	63	29
South Dakota	5	56	39
Tennessee	7	64	29
Texas	7	63	30
Utah	4	59	38
Vermont	6	71	23
Virginia	5	64	31
Washington	8	69	23
West Virginia	8	66	26
Wisconsin	4	62	35
Wyoming	4	65	31

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 23. Please Indicate the Extent to Which Undernourished Children/Young People Are a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	7%	56%	38%
ALL TEACHERS, 1987*	3	65	32
Alabama	5	53	42
Alaska	13	52	35
Arizona	13	61	26
Arkansas	7	66	28
California	6	61	33
Colorado	8	53	39
Connecticut	5	45	50
Delaware	8	65	27
Florida	8	54	38
Georgia	6	58	36
Hawaii	6	44	50
Idaho	8	66	25
Illinois	9	53	38
Indiana	5	61	34
Iowa	6	51	43
Kansas	6	54	40
Kentucky	8	67	25
Louisiana	7	52	41
Maine	9	61	30
Maryland	8	51	42
Massachusetts	5	52	44
Michigan	5	58	37
Minnesota	6	56	39
Mississippi	6	55	40
Missouri	6	60	33
Montana	8	62	30
Nebraska	6	55	39
Nevada	11	61	28
New Hampshire	8	56	36
New Jersey	4	43	53
New Mexico	8	66	27
New York	6	51	43
North Carolina	6	55	39
North Dakota	4	44	52
Ohio	8	54	38
Oklahoma	5	63	32
Oregon	11	66	23
Pennsylvania	8	52	41
Rhode Island	6	49	45
South Carolina	7	58	35
South Dakota	9	52	40
Tennessee	5	61	34
Texas	7	55	38
Utah	4	55	41
Vermont	8	64	28
Virginia	5	56	39
Washington	10	65	25
West Virginia	8	61	32
Wisconsin	6	57	37
Wyoming	8	56	36

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 24. Please Indicate the Extent to Which Student Apathy Toward School Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	30%	56%	14%
ALL TEACHERS, 1987*	20	68	12
Alabama	37	52	11
Alaska	34	51	15
Arizona	29	58	13
Arkansas	43	48	9
California	28	58	14
Colorado	31	57	13
Connecticut	21	56	22
Delaware	37	54	10
Florida	37	51	12
Georgia	35	52	13
Hawaii	26	63	11
Idaho	26	60	13
Illinois	29	55	17
Indiana	36	53	11
Iowa	23	61	17
Kansas	25	60	15
Kentucky	35	54	11
Louisiana	32	53	15
Maine	26	54	20
Maryland	32	55	13
Massachusetts	27	60	14
Michigan	30	56	13
Minnesota	22	62	16
Mississippi	29	59	12
Missouri	34	56	10
Montana	18	63	20
Nebraska	25	62	14
Nevada	42	46	12
New Hampshire	21	55	23
New Jersey	19	62	20
New Mexico	35	51	14
New York	31	52	17
North Carolina	35	57	7
North Dakota	10	63	27
Ohio	32	57	11
Oklahoma	29	59	12
Oregon	27	60	13
Pennsylvania	33	53	14
Rhode Island	26	55	19
South Carolina	30	56	13
South Dakota	16	66	18
Tennessee	34	52	14
Texas	34	56	10
Utah	26	61	13
Vermont	21	58	21
Virginia	29	60	11
Washington	29	59	13
West Virginia	34	56	10
Wisconsin	26	57	17
Wyoming	26	57	17

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 25. Please Indicate the Extent to Which Student Apathy Toward School Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	19%	61%	20%
ALL TEACHERS, 1987*	13	69	18
Alabama	26	57	18
Alaska	22	49	29
Arizona	22	62	16
Arkansas	31	52	17
California	18	65	18
Colorado	20	59	21
Connecticut	14	55	31
Delaware	23	62	16
Florida	24	57	19
Georgia	26	54	20
Hawaii	12	71	17
Idaho	10	67	23
Illinois	18	59	22
Indiana	20	61	19
Iowa	13	60	27
Kansas	19	61	20
Kentucky	28	58	13
Louisiana	22	60	18
Maine	17	55	28
Maryland	19	63	18
Massachusetts	17	56	27
Michigan	24	58	18
Minnesota	15	62	23
Mississippi	21	61	17
Missouri	24	58	18
Montana	13	61	26
Nebraska	15	67	18
Nevada	23	57	20
New Hampshire	11	57	32
New Jersey	12	62	26
New Mexico	23	58	18
New York	17	57	26
North Carolina	21	68	11
North Dakota	5	60	35
Ohio	19	64	17
Oklahoma	18	64	18
Oregon	18	62	21
Pennsylvania	17	58	26
Rhode Island	14	54	31
South Carolina	19	62	19
South Dakota	13	64	23
Tennessee	22	57	21
Texas	19	67	14
Utah	17	66	18
Vermont	7	61	31
Virginia	20	65	15
Washington	16	64	20
West Virginia	27	59	14
Wisconsin	17	58	25
Wyoming	15	59	26

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 26. Please Indicate the Extent to Which Student Apathy Toward School Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	46%	49%	5%
ALL TEACHERS, 1987*	30	65	5
Alabama	50	46	4
Alaska	43	52	5
Arizona	51	47	2
Arkansas	54	44	2
California	53	41	6
Colorado	41	54	5
Connecticut	33	59	8
Delaware	51	46	4
Florida	54	43	3
Georgia	49	48	3
Hawaii	46	52	3
Idaho	45	53	2
Illinois	50	44	5
Indiana	55	43	2
Iowa	32	61	7
Kansas	33	60	7
Kentucky	50	45	5
Louisiana	55	39	6
Maine	42	53	5
Maryland	46	47	7
Massachusetts	33	62	5
Michigan	43	52	5
Minnesota	30	62	8
Mississippi	38	57	5
Missouri	44	54	3
Montana	28	67	6
Nebraska	37	55	8
Nevada	66	31	3
New Hampshire	40	53	7
New Jersey	28	61	11
New Mexico	61	34	5
New York	44	47	9
North Carolina	55	43	2
North Dakota	20	67	13
Ohio	47	49	4
Oklahoma	41	54	5
Oregon	42	57	2
Pennsylvania	47	49	4
Rhode Island	40	56	4
South Carolina	51	46	3
South Dakota	23	69	8
Tennessee	52	44	4
Texas	51	44	5
Utah	42	54	4
Vermont	35	54	10
Virginia	42	53	5
Washington	45	52	3
West Virginia	42	53	5
Wisconsin	39	55	6
Wyoming	35	55	10

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 27. Please Indicate the Extent to Which Lack of Parental Support Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	25%	62%	13%
ALL TEACHERS, 1987*	20	70	10
Alabama	35	54	11
Alaska	32	55	13
Arizona	28	60	13
Arkansas	37	56	7
California	25	61	14
Colorado	23	63	14
Connecticut	15	63	22
Delaware	33	58	9
Florida	32	57	11
Georgia	34	54	12
Hawaii	21	67	12
Idaho	17	71	12
Illinois	25	59	15
Indiana	25	64	12
Iowa	16	66	18
Kansas	22	65	12
Kentucky	32	61	6
Louisiana	33	53	14
Maine	21	62	17
Maryland	26	62	12
Massachusetts	21	65	14
Michigan	25	60	15
Minnesota	14	70	16
Mississippi	34	58	8
Missouri	24	66	10
Montana	15	69	16
Nebraska	18	65	16
Nevada	33	57	10
New Hampshire	17	69	14
New Jersey	18	66	16
New Mexico	27	64	9
New York	21	62	17
North Carolina	29	64	6
North Dakota	10	65	25
Ohio	24	63	12
Oklahoma	26	64	11
Oregon	21	66	13
Pennsylvania	23	62	15
Rhode Island	22	62	16
South Carolina	28	62	10
South Dakota	14	70	16
Tennessee	34	55	12
Texas	30	63	7
Utah	19	66	15
Vermont	20	66	14
Virginia	30	61	9
Washington	22	66	12
West Virginia	30	60	10
Wisconsin	20	64	16
Wyoming	20	65	14

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 28. Please Indicate the Extent to Which Lack of Parental Support Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	21%	62%	17%
ALL TEACHERS, 1987*	16	70	14
Alabama	31	53	16
Alaska	25	53	23
Arizona	26	60	15
Arkansas	34	55	11
California	19	64	16
Colorado	22	58	20
Connecticut	14	59	27
Delaware	32	56	13
Florida	27	57	16
Georgia	34	51	16
Hawaii	13	69	18
Idaho	12	70	19
Illinois	22	58	20
Indiana	20	65	15
Iowa	13	60	27
Kansas	22	62	17
Kentucky	28	65	7
Louisiana	28	55	17
Maine	18	57	24
Maryland	22	59	19
Massachusetts	12	65	22
Michigan	23	58	19
Minnesota	13	65	23
Mississippi	32	58	10
Missouri	20	66	14
Montana	13	68	19
Nebraska	20	61	20
Nevada	26	59	15
New Hampshire	14	69	17
New Jersey	14	69	17
New Mexico	20	70	10
New York	17	61	22
North Carolina	23	66	10
North Dakota	8	61	32
Ohio	23	61	17
Oklahoma	19	67	14
Oregon	18	65	18
Pennsylvania	14	64	22
Rhode Island	16	60	24
South Carolina	22	65	13
South Dakota	13	67	20
Tennessee	32	53	15
Texas	19	73	8
Utah	14	67	19
Vermont	9	72	19
Virginia	27	62	11
Washington	18	66	16
West Virginia	27	60	13
Wisconsin	18	60	22
Wyoming	13	66	21

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 29. Please Indicate the Extent to Which Lack of Parental Support Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	32%	61%	7%
ALL TEACHERS, 1987*	25	70	5
Alabama	40	54	6
Alaska	37	57	7
Arizona	33	61	6
Arkansas	40	57	3
California	40	52	8
Colorado	24	68	8
Connecticut	16	71	12
Delaware	34	60	6
Florida	39	57	4
Georgia	35	59	5
Hawaii	32	64	4
Idaho	23	74	3
Illinois	32	63	5
Indiana	30	62	7
Iowa	19	71	10
Kansas	23	70	6
Kentucky	42	53	5
Louisiana	44	49	8
Maine	25	70	5
Maryland	31	66	3
Massachusetts	27	65	8
Michigan	29	63	8
Minnesota	14	76	10
Mississippi	37	58	6
Missouri	29	65	5
Montana	19	72	9
Nebraska	17	72	12
Nevada	42	54	4
New Hampshire	23	68	9
New Jersey	23	62	15
New Mexico	42	52	6
New York	26	63	12
North Carolina	38	61	1
North Dakota	13	73	13
Ohio	26	66	7
Oklahoma	33	60	7
Oregon	26	67	6
Pennsylvania	33	60	8
Rhode Island	28	64	8
South Carolina	40	55	5
South Dakota	16	76	8
Tennessee	37	58	5
Texas	42	52	6
Utah	28	64	7
Vermont	31	60	9
Virginia	34	60	6
Washington	27	67	6
West Virginia	33	61	6
Wisconsin	23	70	7
Wyoming	26	65	10

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 30. Please Indicate the Extent to Which Absenteeism Among Students Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	19%	64%	17%
ALL TEACHERS, 1987*	11	72	17
Alabama	18	67	15
Alaska	31	56	13
Arizona	23	61	16
Arkansas	21	67	12
California	21	64	15
Colorado	21	61	18
Connecticut	13	62	25
Delaware	27	63	9
Florida	23	63	14
Georgia	20	63	17
Hawaii	23	65	13
Idaho	14	74	12
Illinois	16	60	24
Indiana	19	64	17
Iowa	15	65	20
Kansas	15	66	19
Kentucky	23	66	11
Louisiana	17	64	19
Maine	14	62	25
Maryland	22	63	14
Massachusetts	17	64	19
Michigan	15	66	19
Minnesota	13	67	20
Mississippi	18	67	15
Missouri	19	66	15
Montana	11	66	23
Nebraska	10	65	25
Nevada	32	57	12
New Hampshire	8	71	21
New Jersey	11	66	23
New Mexico	27	61	12
New York	19	59	22
North Carolina	23	65	12
North Dakota	6	52	43
Ohio	17	65	18
Oklahoma	17	71	12
Oregon	19	68	13
Pennsylvania	18	63	18
Rhode Island	17	61	22
South Carolina	15	67	17
South Dakota	13	61	26
Tennessee	19	68	14
Texas	22	66	12
Utah	18	68	14
Vermont	11	63	26
Virginia	22	65	13
Washington	19	70	11
West Virginia	19	68	12
Wisconsin	15	65	20
Wyoming	18	63	19

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 31. Please Indicate the Extent to Which Absenteeism Among Students Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	10%	67%	23%
ALL TEACHERS, 1987*	6	70	24
Alabama	6	74	20
Alaska	17	62	22
Arizona	16	64	20
Arkansas	10	71	19
California	12	70	18
Colorado	10	63	27
Connecticut	10	58	33
Delaware	15	71	14
Florida	9	71	21
Georgia	13	63	24
Hawaii	9	73	18
Idaho	6	77	17
Illinois	8	61	31
Indiana	7	70	24
Iowa	9	61	30
Kansas	9	67	24
Kentucky	16	71	13
Louisiana	12	64	24
Maine	7	60	33
Maryland	13	68	19
Massachusetts	7	61	32
Michigan	10	67	23
Minnesota	9	61	30
Mississippi	10	69	21
Missouri	13	67	21
Montana	6	64	30
Nebraska	3	62	35
Nevada	15	66	19
New Hampshire	1	71	28
New Jersey	9	64	27
New Mexico	13	71	16
New York	10	58	32
North Carolina	13	70	17
North Dakota	3	47	50
Ohio	8	69	23
Oklahoma	10	74	16
Oregon	11	69	20
Pennsylvania	7	65	28
Rhode Island	7	61	32
South Carolina	8	70	22
South Dakota	10	58	32
Tennessee	11	70	19
Texas	9	75	17
Utah	10	72	18
Vermont	2	60	38
Virginia	10	73	18
Washington	6	77	17
West Virginia	11	73	16
Wisconsin	9	63	29
Wyoming	5	64	31

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 32. Please Indicate the Extent to Which Absenteeism Among Students Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	31%	60%	9%
ALL TEACHERS, 1987*	18	73	9
Alabama	32	59	9
Alaska	41	52	7
Arizona	43	52	5
Arkansas	33	63	4
California	45	48	8
Colorado	31	59	9
Connecticut	18	69	13
Delaware	40	56	4
Florida	40	54	6
Georgia	33	62	5
Hawaii	41	53	6
Idaho	23	71	6
Illinois	32	58	9
Indiana	34	58	9
Iowa	20	69	11
Kansas	24	63	13
Kentucky	38	56	6
Louisiana	29	64	7
Maine	26	65	10
Maryland	34	58	9
Massachusetts	24	66	10
Michigan	25	65	10
Minnesota	17	74	9
Mississippi	28	64	8
Missouri	26	64	10
Montana	22	69	9
Nebraska	18	69	13
Nevada	52	46	2
New Hampshire	20	71	10
New Jersey	14	68	18
New Mexico	58	38	4
New York	28	60	12
North Carolina	37	58	5
North Dakota	10	61	29
Ohio	27	61	11
Oklahoma	25	67	8
Oregon	31	66	3
Pennsylvania	29	62	9
Rhode Island	30	60	10
South Carolina	29	63	9
South Dakota	20	67	13
Tennessee	32	63	5
Texas	37	57	7
Utah	32	61	6
Vermont	20	66	13
Virginia	39	55	6
Washington	36	60	4
West Virginia	31	62	7
Wisconsin	25	68	8
Wyoming	28	63	10

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 33. Please Indicate the Extent to Which Disruptive Behavior in the Classroom Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	16%	70%	14%
ALL TEACHERS, 1987*	11	76	13
Alabama	22	69	10
Alaska	15	70	15
Arizona	14	72	14
Arkansas	19	68	13
California	18	70	12
Colorado	17	65	18
Connecticut	11	69	20
Delaware	26	69	5
Florida	25	69	6
Georgia	26	64	10
Hawaii	21	71	7
Idaho	16	71	14
Illinois	14	69	17
Indiana	16	74	10
Iowa	8	71	21
Kansas	13	71	15
Kentucky	17	71	12
Louisiana	22	65	13
Maine	15	70	14
Maryland	17	75	8
Massachusetts	10	72	18
Michigan	17	68	14
Minnesota	10	74	16
Mississippi	17	71	11
Missouri	14	73	13
Montana	7	73	20
Nebraska	15	67	17
Nevada	22	67	11
New Hampshire	11	75	14
New Jersey	14	70	15
New Mexico	14	69	16
New York	11	71	18
North Carolina	21	71	8
North Dakota	5	66	29
Ohio	13	77	11
Oklahoma	13	72	15
Oregon	16	74	10
Pennsylvania	12	72	16
Rhode Island	12	71	17
South Carolina	17	70	12
South Dakota	5	70	25
Tennessee	19	71	10
Texas	17	67	16
Utah	16	70	14
Vermont	14	74	12
Virginia	21	70	9
Washington	19	72	9
West Virginia	15	69	16
Wisconsin	10	73	17
Wyoming	10	68	22

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 34. Please Indicate the Extent to Which Disruptive Behavior in the Classroom Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	17%	69%	14%
ALL TEACHERS, 1987*	12	74	14
Alabama	21	70	9
Alaska	17	67	16
Arizona	14	72	14
Arkansas	22	65	12
California	18	70	12
Colorado	20	64	16
Connecticut	12	66	22
Delaware	28	67	5
Florida	29	64	6
Georgia	28	61	11
Hawaii	16	76	8
Idaho	15	72	13
Illinois	13	67	19
Indiana	16	73	11
Iowa	6	77	17
Kansas	14	72	14
Kentucky	18	71	11
Louisiana	19	66	15
Maine	16	68	16
Maryland	15	73	11
Massachusetts	13	66	21
Michigan	20	66	14
Minnesota	13	74	13
Mississippi	18	69	13
Missouri	14	73	13
Montana	6	77	17
Nebraska	17	67	16
Nevada	17	68	15
New Hampshire	12	74	14
New Jersey	17	65	18
New Mexico	15	68	17
New York	9	68	23
North Carolina	23	69	8
North Dakota	6	65	29
Ohio	12	78	10
Oklahoma	13	73	13
Oregon	11	79	11
Pennsylvania	11	71	18
Rhode Island	10	72	19
South Carolina	17	68	15
South Dakota	5	71	24
Tennessee	21	70	9
Texas	19	64	18
Utah	16	71	13
Vermont	15	71	14
Virginia	22	68	10
Washington	17	77	6
West Virginia	16	69	15
Wisconsin	10	71	19
Wyoming	12	66	22

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 35. Please Indicate the Extent to Which Disruptive Behavior in the Classroom Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT*	NOT AT ALL
ALL TEACHERS, 1990	15%	72%	13%
ALL TEACHERS, 1987*	10	77	12
Alabama	22	68	10
Alaska	13	73	14
Arizona	16	73	12
Arkansas	16	70	14
California	19	70	10
Colorado	15	66	19
Connecticut	9	73	18
Delaware	24	71	5
Florida	20	75	5
Georgia	22	70	9
Hawaii	27	65	7
Idaho	17	68	14
Illinois	15	73	13
Indiana	16	75	10
Iowa	10	66	24
Kansas	12	71	17
Kentucky	15	70	15
Louisiana	29	62	9
Maine	14	74	12
Maryland	18	77	5
Massachusetts	8	75	17
Michigan	13	73	14
Minnesota	7	74	19
Mississippi	17	75	8
Missouri	15	73	12
Montana	10	65	25
Nebraska	13	68	19
Nevada	29	65	6
New Hampshire	10	77	13
New Jersey	10	78	12
New Mexico	13	72	15
New York	12	74	13
North Carolina	18	73	9
North Dakota	3	68	28
Ohio	13	75	11
Oklahoma	12	71	17
Oregon	24	67	9
Pennsylvania	13	74	13
Rhode Island	14	71	15
South Carolina	18	75	8
South Dakota	5	69	26
Tennessee	16	71	12
Texas	15	71	14
Utah	16	68	16
Vermont	14	76	10
Virginia	19	74	8
Washington	22	66	12
West Virginia	14	70	16
Wisconsin	11	76	14
Wyoming	9	70	21

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 36. Please Indicate the Extent to Which Student Turnover Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	13%	55%	31%
ALL TEACHERS, 1987*	8	65	27
Alabama	5	65	30
Alaska	17	56	27
Arizona	25	59	16
Arkansas	9	68	23
California	24	56	20
Colorado	18	54	28
Connecticut	10	37	53
Delaware	14	64	22
Florida	21	58	20
Georgia	14	58	28
Hawaii	15	62	23
Idaho	9	65	26
Illinois	16	50	34
Indiana	10	63	28
Iowa	8	48	44
Kansas	12	57	31
Kentucky	13	63	24
Louisiana	12	59	29
Maine	6	52	42
Maryland	14	55	31
Massachusetts	9	44	46
Michigan	11	55	33
Minnesota	8	51	41
Mississippi	7	63	29
Missouri	12	60	28
Montana	11	58	32
Nebraska	10	52	39
Nevada	32	56	11
New Hampshire	5	51	44
New Jersey	11	45	44
New Mexico	16	58	26
New York	11	47	41
North Carolina	10	59	31
North Dakota	5	36	59
Ohio	13	56	31
Oklahoma	14	61	25
Oregon	17	62	21
Pennsylvania	8	52	39
Rhode Island	8	50	42
South Carolina	12	60	28
South Dakota	8	49	43
Tennessee	10	64	26
Texas	14	60	26
Utah	10	55	35
Vermont	2	54	44
Virginia	12	60	28
Washington	19	58	23
West Virginia	9	60	31
Wisconsin	7	54	39
Wyoming	10	59	31

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 37. Please Indicate the Extent to Which Theft Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	4%	59%	36%
ALL TEACHERS, 1987*	5	65	30
Alabama	8	62	30
Alaska	6	54	40
Arizona	4	63	33
Arkansas	8	61	31
California	6	59	36
Colorado	7	63	30
Connecticut	2	50	48
Delaware	7	70	24
Florida	10	68	21
Georgia	6	63	31
Hawaii	5	71	24
Idaho	4	64	32
Illinois	2	52	46
Indiana	3	62	35
Iowa	3	55	42
Kansas	4	51	45
Kentucky	6	55	39
Louisiana	10	61	29
Maine	1	46	53
Maryland	4	60	35
Massachusetts	2	57	41
Michigan	1	57	41
Minnesota	3	62	36
Mississippi	8	65	27
Missouri	5	62	33
Montana	2	44	54
Nebraska	3	60	36
Nevada	8	64	29
New Hampshire	2	46	52
New Jersey	2	51	47
New Mexico	6	67	27
New York	2	52	46
North Carolina	6	68	26
North Dakota	2	36	62
Ohio	3	59	38
Oklahoma	4	64	32
Oregon	4	62	34
Pennsylvania	3	58	39
Rhode Island	2	50	48
South Carolina	4	61	35
South Dakota	1	50	49
Tennessee	4	64	32
Texas	7	64	29
Utah	3	65	32
Vermont	2	50	48
Virginia	3	66	32
Washington	5	59	37
West Virginia	5	58	37
Wisconsin	4	53	43
Wyoming	4	52	44

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 38. Please Indicate the Extent to Which Theft Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	3%	52%	45%
ALL TEACHERS, 1987*	4	58	38
Alabama	6	56	39
Alaska	3	44	53
Arizona	4	57	39
Arkansas	5	59	36
California	4	55	41
Colorado	8	51	41
Connecticut	2	41	57
Delaware	6	62	32
Florida	7	63	30
Georgia	4	60	36
Hawaii	4	67	28
Idaho	1	57	42
Illinois	0	44	56
Indiana	2	48	49
Iowa	2	47	52
Kansas	2	44	54
Kentucky	6	50	44
Louisiana	8	57	35
Maine	0	37	63
Maryland	4	50	46
Massachusetts	1	38	60
Michigan	1	49	51
Minnesota	3	54	43
Mississippi	4	63	33
Missouri	3	55	43
Montana	1	37	62
Nebraska	2	53	45
Nevada	4	57	39
New Hampshire	3	35	62
New Jersey	1	44	56
New Mexico	3	65	32
New York	1	42	56
North Carolina	2	64	34
North Dakota	2	28	71
Ohio	2	48	50
Oklahoma	3	60	37
Oregon	2	54	44
Pennsylvania	2	43	55
Rhode Island	1	38	61
South Carolina	3	53	44
South Dakota	1	46	53
Tennessee	2	59	38
Texas	3	57	40
Utah	2	59	39
Vermont	1	37	62
Virginia	2	60	38
Washington	1	54	45
West Virginia	3	52	44
Wisconsin	3	39	58
Wyoming	2	41	56

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 39. Please Indicate the Extent to Which Theft Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	6%	70%	24%
ALL TEACHERS, 1987*	6	74	20
Alabama	11	68	20
Alaska	7	61	31
Arizona	4	80	16
Arkansas	10	64	26
California	8	69	22
Colorado	5	75	20
Connecticut	1	66	33
Delaware	8	77	15
Florida	15	74	11
Georgia	9	69	22
Hawaii	6	75	19
Idaho	8	72	20
Illinois	6	69	25
Indiana	4	77	19
Iowa	4	63	33
Kansas	6	61	32
Kentucky	6	66	28
Louisiana	15	70	15
Maine	2	62	36
Maryland	5	72	24
Massachusetts	3	69	28
Michigan	3	74	23
Minnesota	3	70	27
Mississippi	11	69	20
Missouri	7	70	24
Montana	4	59	38
Nebraska	5	70	25
Nevada	12	72	16
New Hampshire	1	66	33
New Jersey	4	62	34
New Mexico	13	71	16
New York	3	62	35
North Carolina	12	73	15
North Dakota	2	52	46
Ohio	4	73	23
Oklahoma	4	68	28
Oregon	8	74	18
Pennsylvania	4	72	24
Rhode Island	3	64	33
South Carolina	5	76	19
South Dakota	2	57	41
Tennessee	8	71	21
Texas	11	73	17
Utah	5	77	18
Vermont	4	63	33
Virginia	4	74	22
Washington	9	65	26
West Virginia	6	66	28
Wisconsin	4	72	23
Wyoming	6	60	34

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 40. Please Indicate the Extent to Which Vandalism Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	5%	55%	40%
ALL TEACHERS, 1987*	5	63	32
Alabama	7	55	38
Alaska	7	51	42
Arizona	6	61	33
Arkansas	6	57	36
California	10	62	28
Colorado	6	59	35
Connecticut	4	49	47
Delaware	4	58	37
Florida	8	67	25
Georgia	7	54	40
Hawaii	9	68	24
Idaho	3	58	39
Illinois	2	50	48
Indiana	4	59	37
Iowa	3	48	50
Kansas	3	50	46
Kentucky	5	46	48
Louisiana	7	53	40
Maine	2	42	56
Maryland	5	53	42
Massachusetts	3	53	43
Michigan	2	52	46
Minnesota	2	55	43
Mississippi	5	60	34
Missouri	4	52	43
Montana	2	43	55
Nebraska	3	52	45
Nevada	10	59	32
New Hampshire	3	49	49
New Jersey	4	50	45
New Mexico	8	55	37
New York	4	52	45
North Carolina	6	57	37
North Dakota	2	35	63
Ohio	3	54	43
Oklahoma	5	53	42
Oregon	4	63	34
Pennsylvania	3	57	40
Rhode Island	6	50	44
South Carolina	4	52	43
South Dakota	1	41	58
Tennessee	5	53	42
Texas	7	57	36
Utah	4	58	38
Vermont	2	52	46
Virginia	5	52	43
Washington	5	57	38
West Virginia	7	56	37
Wisconsin	4	51	45
Wyoming	3	51	46

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 41. Please Indicate the Extent to Which Vandalism Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	4%	46%	50%
ALL TEACHERS, 1987*	4	56	40
Alabama	5	46	49
Alaska	4	36	60
Arizona	6	56	38
Arkansas	4	50	47
California	9	58	33
Colorado	5	48	47
Connecticut	2	39	59
Delaware	5	49	46
Florida	5	60	35
Georgia	8	45	47
Hawaii	5	66	29
Idaho	1	45	54
Illinois	0	40	60
Indiana	2	47	50
Iowa	1	39	60
Kansas	2	42	57
Kentucky	4	39	57
Louisiana	5	48	47
Maine	1	33	66
Maryland	3	40	57
Massachusetts	1	37	63
Michigan	1	42	57
Minnesota	1	43	55
Mississippi	4	53	43
Missouri	3	41	56
Montana	1	37	63
Nebraska	1	44	55
Nevada	7	48	46
New Hampshire	1	42	57
New Jersey	5	41	54
New Mexico	6	48	45
New York	1	40	58
North Carolina	3	49	48
North Dakota	2	26	72
Ohio	2	44	54
Oklahoma	3	46	51
Oregon	1	53	46
Pennsylvania	2	39	59
Rhode Island	3	39	59
South Carolina	3	43	54
South Dakota	1	34	66
Tennessee	4	45	51
Texas	5	46	48
Utah	3	48	49
Vermont	0	37	63
Virginia	5	41	54
Washington	3	49	48
West Virginia	7	48	45
Wisconsin	3	37	60
Wyoming	2	42	56

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 42. Please Indicate the Extent to Which Vandalism Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	7%	68%	25%
ALL TEACHERS, 1987*	7	72	22
Alabama	10	65	25
Alaska	10	60	30
Arizona	8	75	17
Arkansas	9	65	26
California	13	72	14
Colorado	7	69	24
Connecticut	6	65	28
Delaware	4	68	28
Florida	11	77	12
Georgia	5	67	28
Hawaii	13	71	16
Idaho	6	72	22
Illinois	7	70	23
Indiana	5	73	22
Iowa	4	56	40
Kansas	6	62	32
Kentucky	8	62	30
Louisiana	11	66	24
Maine	4	59	37
Maryland	7	68	25
Massachusetts	6	64	30
Michigan	2	73	25
Minnesota	2	68	30
Mississippi	7	69	24
Missouri	6	64	31
Montana	4	58	39
Nebraska	5	62	33
Nevada	13	72	15
New Hampshire	5	62	33
New Jersey	4	63	33
New Mexico	10	71	19
New York	6	63	31
North Carolina	10	69	21
North Dakota	1	52	47
Ohio	4	66	30
Oklahoma	7	61	33
Oregon	7	76	17
Pennsylvania	4	74	22
Rhode Island	10	62	28
South Carolina	7	70	23
South Dakota	2	54	44
Tennessee	7	66	26
Texas	11	67	22
Utah	6	75	18
Vermont	4	67	29
Virginia	5	69	26
Washington	8	67	25
West Virginia	7	68	25
Wisconsin	5	70	25
Wyoming	5	58	37

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

Source: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 43. Please Indicate the Extent to Which Violence Against Students Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	3%	35%	63%
ALL TEACHERS, 1987*	2	42	56
Alabama	3	40	57
Alaska	3	33	64
Arizona	4	34	62
Arkansas	3	34	63
California	3	37	60
Colorado	3	39	58
Connecticut	2	29	68
Delaware	5	52	43
Florida	6	44	50
Georgia	2	34	63
Hawaii	4	54	41
Idaho	2	29	68
Illinois	3	26	71
Indiana	2	36	63
Iowa	2	26	72
Kansas	2	29	70
Kentucky	2	32	67
Louisiana	3	36	61
Maine	2	29	69
Maryland	4	42	54
Massachusetts	1	38	61
Michigan	3	39	58
Minnesota	2	33	65
Mississippi	2	37	61
Missouri	3	38	59
Montana	1	23	75
Nebraska	1	29	70
Nevada	6	46	47
New Hampshire	0	28	72
New Jersey	4	30	67
New Mexico	1	36	63
New York	3	34	63
North Carolina	3	37	60
North Dakota	0	15	85
Ohio	2	37	61
Oklahoma	1	28	71
Oregon	2	36	61
Pennsylvania	2	34	64
Rhode Island	2	31	67
South Carolina	3	35	62
South Dakota	0	18	81
Tennessee	2	27	71
Texas	3	33	64
Utah	3	31	66
Vermont	2	26	72
Virginia	4	36	60
Washington	3	38	59
West Virginia	1	27	72
Wisconsin	3	31	66
Wyoming	2	32	66

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

Source: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 44. Please Indicate the Extent to Which Violence Against Students Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	2%	24%	74%
ALL TEACHERS, 1987*	2	33	65
Alabama	1	27	71
Alaska	3	27	70
Arizona	3	27	70
Arkansas	2	28	71
California	2	28	69
Colorado	4	26	70
Connecticut	3	19	78
Delaware	2	42	56
Florida	5	29	66
Georgia	1	23	76
Hawaii	1	43	56
Idaho	2	21	77
Illinois	1	15	84
Indiana	1	20	78
Iowa	2	17	81
Kansas	2	24	74
Kentucky	1	23	76
Louisiana	2	30	68
Maine	3	24	73
Maryland	3	27	71
Massachusetts	3	22	75
Michigan	3	34	63
Minnesota	2	25	73
Mississippi	1	27	72
Missouri	2	26	72
Montana	1	19	79
Nebraska	1	25	74
Nevada	3	37	60
New Hampshire	0	20	80
New Jersey	4	19	77
New Mexico	0	25	75
New York	1	21	78
North Carolina	1	25	74
North Dakota	1	12	88
Ohio	1	26	73
Oklahoma	1	21	79
Oregon	2	24	74
Pennsylvania	1	21	78
Rhode Island	1	17	82
South Carolina	2	21	77
South Dakota	0	14	86
Tennessee	1	18	81
Texas	1	21	78
Utah	3	26	71
Vermont	2	8	90
Virginia	2	24	74
Washington	3	28	69
West Virginia	1	15	84
Wisconsin	3	19	78
Wyoming	2	19	79

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 45. Please Indicate the Extent to Which Violence Against Students Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	4%	49%	47%
ALL TEACHERS, 1987*	2	54	44
Alabama	4	55	41
Alaska	3	37	60
Arizona	6	54	40
Arkansas	5	40	55
California	5	58	37
Colorado	2	53	45
Connecticut	2	47	51
Delaware	9	61	30
Florida	8	62	30
Georgia	5	52	43
Hawaii	8	69	23
Idaho	3	39	58
Illinois	6	49	44
Indiana	2	53	45
Iowa	2	35	63
Kansas	1	36	63
Kentucky	3	50	47
Louisiana	6	50	44
Maine	1	38	60
Maryland	5	60	34
Massachusetts	1	48	52
Michigan	3	48	48
Minnesota	1	42	56
Mississippi	5	49	46
Missouri	5	50	45
Montana	1	32	67
Nebraska	1	33	66
Nevada	11	58	32
New Hampshire	1	43	56
New Jersey	3	45	52
New Mexico	4	58	38
New York	4	47	48
North Carolina	6	53	41
North Dakota	0	20	80
Ohio	3	51	46
Oklahoma	2	36	63
Oregon	3	54	42
Pennsylvania	3	47	50
Rhode Island	3	47	50
South Carolina	6	61	33
South Dakota	1	26	73
Tennessee	3	42	54
Texas	5	48	47
Utah	2	40	57
Vermont	1	45	54
Virginia	6	55	39
Washington	3	52	45
West Virginia	1	44	55
Wisconsin	3	47	50
Wyoming	2	42	56

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 46. Please Indicate the Extent to Which Racial/Ethnic Discord Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	2%	33%	65%
ALL TEACHERS, 1987*	1	34	64
Alabama	3	39	58
Alaska	3	37	60
Arizona	2	33	64
Arkansas	2	36	61
California	2	43	55
Colorado	4	31	65
Connecticut	4	26	70
Delaware	6	60	35
Florida	4	52	44
Georgia	2	45	53
Hawaii	5	56	39
Idaho	2	22	76
Illinois	1	26	72
Indiana	2	23	75
Iowa	1	17	81
Kansas	2	23	75
Kentucky	1	29	69
Louisiana	2	47	51
Maine	0	6	94
Maryland	3	42	55
Massachusetts	1	30	69
Michigan	1	21	78
Minnesota	2	23	75
Mississippi	4	45	52
Missouri	2	28	70
Montana	2	13	86
Nebraska	1	19	80
Nevada	4	44	52
New Hampshire	1	11	89
New Jersey	2	33	65
New Mexico	2	37	61
New York	2	28	69
North Carolina	2	49	49
North Dakota	1	10	89
Ohio	2	27	71
Oklahoma	3	26	71
Oregon	1	27	72
Pennsylvania	1	21	78
Rhode Island	1	21	77
South Carolina	3	45	52
South Dakota	1	20	79
Tennessee	1	26	74
Texas	2	41	56
Utah	1	22	77
Vermont	0	8	92
Virginia	5	41	54
Washington	2	31	67
West Virginia	1	14	84
Wisconsin	1	28	71
Wyoming	1	19	81

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 47. Please Indicate the Extent to Which Racial/Ethnic Discord Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	1%	27%	72%
ALL TEACHERS, 1987*	1	31	68
Alabama	3	28	69
Alaska	3	23	74
Arizona	2	27	71
Arkansas	2	33	65
California	0	38	62
Colorado	4	25	71
Connecticut	4	19	77
Delaware	5	49	46
Florida	3	40	57
Georgia	1	39	60
Hawaii	2	47	50
Idaho	1	18	81
Illinois	1	22	77
Indiana	2	16	83
Iowa	1	14	86
Kansas	2	21	77
Kentucky	1	27	72
Louisiana	3	42	55
Maine	1	5	95
Maryland	3	29	68
Massachusetts	0	20	80
Michigan	1	17	82
Minnesota	2	23	75
Mississippi	5	40	55
Missouri	0	23	77
Montana	1	9	89
Nebraska	1	20	80
Nevada	3	33	65
New Hampshire	0	8	92
New Jersey	0	26	74
New Mexico	2	28	70
New York	1	19	79
North Carolina	1	41	58
North Dakota	1	8	91
Ohio	1	22	77
Oklahoma	3	28	69
Oregon	0	23	77
Pennsylvania	1	13	87
Rhode Island	1	14	86
South Carolina	2	37	61
South Dakota	1	19	80
Tennessee	0	18	82
Texas	1	34	65
Utah	0	17	82
Vermont	0	5	95
Virginia	3	33	64
Washington	1	24	75
West Virginia	1	9	90
Wisconsin	0	24	76
Wyoming	1	10	89

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 48. Please Indicate the Extent to Which Racial/Ethnic Discord Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	3%	41%	55%
ALL TEACHERS, 1987*	1	39	60
Alabama	3	51	46
Alaska	4	47	49
Arizona	4	53	43
Arkansas	2	40	58
California	5	58	37
Colorado	4	37	60
Connecticut	3	38	59
Delaware	6	71	23
Florida	6	66	27
Georgia	4	56	40
Hawaii	9	67	24
Idaho	3	27	70
Illinois	3	35	62
Indiana	1	32	67
Iowa	2	21	77
Kansas	1	27	72
Kentucky	1	35	63
Louisiana	1	57	42
Maine	0	8	92
Maryland	3	56	41
Massachusetts	1	37	62
Michigan	2	29	69
Minnesota	1	23	75
Mississippi	3	50	47
Missouri	4	33	62
Montana	2	20	78
Nebraska	1	18	81
Nevada	5	57	38
New Hampshire	2	15	84
New Jersey	5	42	53
New Mexico	2	56	42
New York	4	36	60
North Carolina	5	60	35
North Dakota	1	13	86
Ohio	3	32	65
Oklahoma	3	25	72
Oregon	3	33	64
Pennsylvania	1	28	70
Rhode Island	2	30	67
South Carolina	5	61	34
South Dakota	1	23	76
Tennessee	2	38	60
Texas	5	49	46
Utah	2	29	69
Vermont	0	10	90
Virginia	7	54	39
Washington	3	39	57
West Virginia	2	22	76
Wisconsin	3	34	63
Wyoming	0	25	75

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 49. Please Indicate the Extent to Which Violence Against Teachers Is a Problem in Your School

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	1%	15%	84%
ALL TEACHERS, 1987*	1	24	76
Alabama	0	16	84
Alaska	1	14	85
Arizona	1	14	85
Arkansas	1	18	81
California	0	15	85
Colorado	1	15	84
Connecticut	0	12	88
Delaware	2	23	75
Florida	1	27	72
Georgia	1	13	86
Hawaii	1	27	72
Idaho	0	11	89
Illinois	1	12	87
Indiana	0	15	84
Iowa	1	11	88
Kansas	0	10	89
Kentucky	1	16	83
Louisiana	1	21	78
Maine	1	8	92
Maryland	1	18	81
Massachusetts	0	15	84
Michigan	1	11	88
Minnesota	0	13	87
Mississippi	0	16	84
Missouri	1	15	84
Montana	1	12	87
Nebraska	1	11	89
Nevada	1	25	74
New Hampshire	0	12	88
New Jersey	0	14	86
New Mexico	0	13	87
New York	1	16	84
North Carolina	0	20	80
North Dakota	0	6	94
Ohio	1	17	82
Oklahoma	1	11	88
Oregon	0	12	87
Pennsylvania	1	14	85
Rhode Island	0	13	87
South Carolina	1	19	80
South Dakota	0	7	93
Tennessee	0	12	88
Texas	0	17	83
Utah	0	11	88
Vermont	1	10	89
Virginia	0	17	82
Washington	0	14	86
West Virginia	0	12	87
Wisconsin	1	15	83
Wyoming	1	8	91

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 50. Please Indicate the Extent to Which Violence Against Teachers Is a Problem in Your School (Elementary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	0%	11%	88%
ALL TEACHERS, 1987*	1	19	80
Alabama	0	16	84
Alaska	1	13	86
Arizona	1	12	87
Arkansas	1	14	85
California	0	12	88
Colorado	1	7	91
Connecticut	1	8	91
Delaware	2	19	79
Florida	1	18	82
Georgia	0	11	89
Hawaii	0	17	83
Idaho	1	7	93
Illinois	1	9	91
Indiana	0	8	91
Iowa	1	7	92
Kansas	0	10	90
Kentucky	1	13	86
Louisiana	1	18	82
Maine	1	6	93
Maryland	1	10	89
Massachusetts	1	7	92
Michigan	1	10	89
Minnesota	1	13	86
Mississippi	1	10	89
Missouri	1	10	89
Montana	1	11	88
Nebraska	1	10	90
Nevada	0	19	81
New Hampshire	0	10	90
New Jersey	0	12	88
New Mexico	0	7	93
New York	1	10	89
North Carolina	0	16	84
North Dakota	0	5	95
Ohio	1	12	87
Oklahoma	1	9	91
Oregon	1	9	90
Pennsylvania	0	9	91
Rhode Island	0	6	94
South Carolina	1	13	87
South Dakota	0	6	94
Tennessee	0	8	92
Texas	0	13	87
Utah	0	9	91
Vermont	0	7	93
Virginia	0	12	88
Washington	1	10	89
West Virginia	0	10	90
Wisconsin	1	9	90
Wyoming	1	4	95

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 51. Please Indicate the Extent to Which Violence Against Teachers Is a Problem in Your School (Secondary Teachers)

	SERIOUS	SOMEWHAT	NOT AT ALL
ALL TEACHERS, 1990	1%	21%	78%
ALL TEACHERS, 1987*	1	30	69
Alabama	0	16	84
Alaska	1	15	84
Arizona	1	22	77
Arkansas	1	21	78
California	0	23	77
Colorado	0	23	77
Connecticut	0	19	81
Delaware	2	27	71
Florida	2	38	60
Georgia	2	17	81
Hawaii	1	40	58
Idaho	0	16	84
Illinois	1	21	79
Indiana	0	23	77
Iowa	1	14	85
Kansas	0	11	89
Kentucky	0	22	78
Louisiana	1	28	71
Maine	1	10	88
Maryland	1	26	73
Massachusetts	0	21	79
Michigan	0	13	87
Minnesota	0	12	87
Mississippi	0	23	77
Missouri	1	21	79
Montana	1	13	86
Nebraska	1	12	87
Nevada	2	32	66
New Hampshire	0	16	83
New Jersey	0	18	82
New Mexico	1	26	73
New York	1	21	78
North Carolina	1	25	74
North Dakota	0	9	91
Ohio	0	23	76
Oklahoma	1	13	86
Oregon	0	17	83
Pennsylvania	1	18	80
Rhode Island	1	21	78
South Carolina	2	30	69
South Dakota	0	9	91
Tennessee	0	19	81
Texas	1	22	77
Utah	1	16	83
Vermont	1	13	85
Virginia	1	25	74
Washington	0	19	81
West Virginia	1	15	84
Wisconsin	2	24	74
Wyoming	0	12	88

* In the 1987 survey there were four response categories ranging from "not a problem at all" to "a serious problem." The second and third categories have been combined to represent "somewhat" of a problem.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

3

Academics: Learning and Instruction

Table 52. Public Schools Cannot Really Expect to Graduate More Than About 75 Percent of All Students

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	12%	27%	35%	26%
ALL TEACHERS, 1987*	5	16	35	43
Alabama	13	35	33	19
Alaska	9	26	40	25
Arizona	7	25	37	32
Arkansas	10	31	32	26
California	16	27	32	25
Colorado	10	26	38	25
Connecticut	8	24	34	35
Delaware	14	36	29	21
Florida	22	35	29	14
Georgia	12	37	33	17
Hawaii	8	29	39	24
Idaho	6	23	42	28
Illinois	7	24	37	32
Indiana	7	29	38	26
Iowa	5	18	38	39
Kansas	8	26	41	25
Kentucky	8	29	40	23
Louisiana	17	33	35	15
Maine	7	19	37	37
Maryland	11	27	38	24
Massachusetts	13	27	35	25
Michigan	8	23	39	30
Minnesota	2	17	35	46
Mississippi	15	34	30	20
Missouri	9	25	37	29
Montana	4	19	33	43
Nebraska	6	19	42	33
Nevada	17	32	33	18
New Hampshire	11	23	37	28
New Jersey	9	22	40	29
New Mexico	16	32	33	18
New York	13	23	34	30
North Carolina	11	34	34	20
North Dakota	4	14	33	49
Ohio	11	25	40	24
Oklahoma	14	28	34	24
Oregon	12	25	36	28
Pennsylvania	8	28	37	27
Rhode Island	13	31	35	20
South Carolina	10	32	40	19
South Dakota	4	17	34	45
Tennessee	14	37	34	16
Texas	14	28	35	23
Utah	8	22	41	29
Vermont	8	27	35	29
Virginia	11	35	32	22
Washington	11	21	41	27
West Virginia	14	27	34	25
Wisconsin	8	19	38	35
Wyoming	5	21	34	40

* In 1987 the question read, "The schools cannot really expect to graduate more than 75 percent of all students."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 53. My Students Are Seriously Deficient in Basic Skills

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	20%	31%	36%	14%
Alabama	23	32	34	11
Alaska	19	32	37	12
Arizona	17	28	43	12
Arkansas	20	31	36	13
California	26	30	36	8
Colorado	15	32	38	15
Connecticut	15	27	37	21
Delaware	24	30	33	13
Florida	25	31	32	13
Georgia	20	32	34	14
Hawaii	22	35	34	8
Idaho	17	28	40	14
Illinois	19	26	37	19
Indiana	16	30	40	14
Iowa	12	25	45	19
Kansas	12	27	42	18
Kentucky	23	28	37	12
Louisiana	26	32	27	16
Maine	11	30	43	16
Maryland	20	31	35	14
Massachusetts	22	33	32	13
Michigan	15	29	36	20
Minnesota	9	29	45	17
Mississippi	22	38	29	11
Missouri	17	28	39	17
Montana	9	24	39	28
Nebraska	13	24	42	21
Nevada	23	31	33	12
New Hampshire	14	26	41	19
New Jersey	18	32	34	16
New Mexico	18	40	30	12
New York	21	31	35	14
North Carolina	22	36	31	11
North Dakota	6	23	43	29
Ohio	21	29	38	12
Oklahoma	18	35	36	11
Oregon	12	33	38	17
Pennsylvania	17	31	38	14
Rhode Island	22	29	40	10
South Carolina	19	34	30	16
South Dakota	7	25	46	22
Tennessee	18	32	37	12
Texas	25	32	31	12
Utah	14	29	39	18
Vermont	13	31	40	17
Virginia	23	33	33	12
Washington	16	30	41	14
West Virginia	22	37	30	11
Wisconsin	14	29	38	19
Wyoming	13	30	39	18

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 54. Generally Speaking, Students Who Entered My Classes Last Autumn Were at Least as Well Prepared as in Any Previous Year in My Experience

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	13%	38%	28%	21%
Alabama	13	33	32	22
Alaska	12	41	30	17
Arizona	12	43	27	18
Arkansas	13	38	27	23
California	12	36	27	24
Colorado	12	42	28	18
Connecticut	14	42	28	16
Delaware	10	30	32	28
Florida	10	33	30	27
Georgia	12	36	32	20
Hawaii	8	39	37	16
Idaho	15	38	30	17
Illinois	14	41	29	16
Indiana	10	37	31	21
Iowa	14	42	27	17
Kansas	14	45	25	15
Kentucky	12	38	28	22
Louisiana	12	36	29	23
Maine	12	42	29	17
Maryland	13	33	27	26
Massachusetts	9	39	30	23
Michigan	14	40	27	19
Minnesota	12	45	31	12
Mississippi	13	35	28	24
Missouri	13	44	28	15
Montana	20	46	23	11
Nebraska	11	48	28	14
Nevada	11	40	31	18
New Hampshire	17	42	26	16
New Jersey	11	40	28	21
New Mexico	14	36	33	17
New York	11	37	27	25
North Carolina	10	36	25	29
North Dakota	24	46	20	9
Ohio	9	42	30	18
Oklahoma	11	42	28	19
Oregon	17	38	30	14
Pennsylvania	15	41	27	17
Rhode Island	10	43	29	18
South Carolina	14	41	23	22
South Dakota	17	49	23	10
Tennessee	13	37	28	22
Texas	14	34	29	22
Utah	15	41	29	15
Vermont	15	40	28	16
Virginia	13	37	28	22
Washington	12	38	31	18
West Virginia	13	40	27	20
Wisconsin	15	40	30	15
Wyoming	16	41	29	15

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 55. Students at My School Want to Do Just Enough to Get By

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	31%	40%	23%	6%
Alabama	42	40	15	3
Alaska	31	40	20	9
Arizona	30	33	29	9
Arkansas	45	39	13	3
California	26	43	22	9
Colorado	25	41	25	10
Connecticut	19	42	27	12
Delaware	35	43	18	4
Florida	36	39	20	5
Georgia	34	41	21	4
Hawaii	25	45	24	5
Idaho	25	47	23	5
Illinois	24	44	23	9
Indiana	31	45	21	3
Iowa	23	44	29	5
Kansas	26	46	24	4
Kentucky	36	42	19	3
Louisiana	41	34	20	6
Maine	19	38	32	11
Maryland	31	37	25	7
Massachusetts	24	44	27	5
Michigan	24	44	24	9
Minnesota	19	45	29	7
Mississippi	43	38	16	3
Missouri	33	40	24	3
Montana	18	40	34	8
Nebraska	26	40	28	6
Nevada	33	40	20	7
New Hampshire	18	39	35	8
New Jersey	33	33	27	7
New Mexico	35	37	33	6
New York	29	39	27	5
North Carolina	43	39	14	4
North Dakota	19	38	32	11
Ohio	30	40	22	7
Oklahoma	37	37	22	4
Oregon	23	43	28	6
Pennsylvania	27	42	25	5
Rhode Island	27	37	30	6
South Carolina	33	40	23	5
South Dakota	25	34	33	8
Tennessee	40	37	20	4
Texas	40	36	19	5
Utah	32	38	26	4
Vermont	21	43	26	10
Virginia	35	40	23	3
Washington	22	42	30	7
West Virginia	44	37	17	3
Wisconsin	29	40	24	7
Wyoming	26	45	22	8

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 56. On the Whole, My Students Are More Willing to Work Hard in Their Studies Than at Any Time in My Experience

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	4%	18%	36%	43%
Alabama	4	14	38	44
Alaska	4	23	35	37
Arizona	1	25	41	33
Arkansas	3	14	32	52
California	4	19	38	39
Colorado	5	19	39	38
Connecticut	5	20	38	37
Delaware	2	17	30	52
Florida	4	16	33	48
Georgia	3	18	36	43
Hawaii	3	19	44	34
Idaho	4	19	41	35
Illinois	5	21	39	36
Indiana	2	12	39	47
Iowa	3	24	36	37
Kansas	5	13	46	35
Kentucky	6	19	31	44
Louisiana	6	20	29	46
Maine	3	24	41	32
Maryland	3	17	33	46
Massachusetts	1	13	39	47
Michigan	4	17	38	41
Minnesota	3	20	42	35
Mississippi	6	18	29	47
Missouri	4	17	35	44
Montana	5	26	39	30
Nebraska	3	21	43	33
Nevada	3	15	41	41
New Hampshire	1	27	40	32
New Jersey	4	17	37	42
New Mexico	3	21	38	39
New York	2	17	35	46
North Carolina	3	15	29	53
North Dakota	7	29	40	24
Ohio	3	17	35	45
Oklahoma	5	20	31	44
Oregon	4	19	41	35
Pennsylvania	3	17	40	39
Rhode Island	2	12	42	44
South Carolina	4	23	33	40
South Dakota	6	26	40	28
Tennessee	2	12	37	49
Texas	4	15	33	48
Utah	4	20	38	38
Vermont	4	17	38	41
Virginia	4	17	34	46
Washington	2	22	36	39
West Virginia	4	16	35	45
Wisconsin	2	22	37	40
Wyoming	3	19	41	37

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 57. Today's Students Are More Willing to Cheat to Get Good Grades

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	22%	36%	32%	10%
Alabama	30	38	26	6
Alaska	15	25	44	16
Arizona	18	28	42	12
Arkansas	31	34	26	9
California	20	29	38	13
Colorado	20	34	36	10
Connecticut	15	33	35	18
Delaware	23	38	29	10
Florida	28	39	25	8
Georgia	25	41	26	8
Hawaii	14	34	42	10
Idaho	21	33	34	11
Illinois	16	43	30	11
Indiana	22	38	34	6
Iowa	19	37	36	8
Kansas	17	42	32	8
Kentucky	24	39	30	8
Louisiana	31	37	27	5
Maine	11	27	44	18
Maryland	18	35	34	13
Massachusetts	19	36	34	11
Michigan	19	33	32	16
Minnesota	16	39	38	7
Mississippi	33	35	25	7
Missouri	20	40	33	7
Montana	14	34	41	11
Nebraska	21	35	37	7
Nevada	27	32	32	9
New Hampshire	14	33	41	11
New Jersey	18	35	35	12
New Mexico	23	36	36	5
New York	16	37	35	12
North Carolina	32	36	26	6
North Dakota	16	35	38	11
Ohio	20	38	33	9
Oklahoma	30	32	30	8
Oregon	18	29	40	13
Pennsylvania	17	33	40	10
Rhode Island	18	38	35	8
South Carolina	21	40	30	9
South Dakota	19	37	36	8
Tennessee	32	35	27	6
Texas	31	37	23	10
Utah	24	39	31	6
Vermont	14	30	33	22
Virginia	25	34	33	7
Washington	17	35	40	8
West Virginia	32	36	26	6
Wisconsin	21	38	29	12
Wyoming	17	37	34	13

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 58. Since 1983, Has There Been More, About the Same, or Less Use of Externally Developed Tests to Determine Student Promotion and Graduation at Your School?

	MORE	SAME	LESS	DON'T KNOW
ALL TEACHERS, 1990	42%	33%	4%	21%
ALL TEACHERS, 1987*	40	37	3	20
Alabama	42	38	3	17
Alaska	19	49	13	19
Arizona	35	42	6	17
Arkansas	62	22	3	13
California	28	42	6	24
Colorado	19	48	5	28
Connecticut	36	34	7	23
Delaware	23	49	7	21
Florida	43	35	5	17
Georgia	69	22	2	6
Hawaii	30	41	4	25
Idaho	24	39	7	29
Illinois	41	30	4	26
Indiana	73	17	1	9
Iowa	13	47	6	34
Kansas	28	40	6	25
Kentucky	37	42	4	17
Louisiana	77	15	2	7
Maine	31	39	5	25
Maryland	43	30	5	22
Massachusetts	26	42	7	25
Michigan	21	49	4	25
Minnesota	21	47	6	26
Mississippi	66	21	3	11
Missouri	41	35	5	19
Montana	12	57	5	26
Nebraska	13	41	9	37
Nevada	31	38	6	24
New Hampshire	15	45	7	33
New Jersey	53	26	3	18
New Mexico	54	29	4	13
New York	41	31	3	24
North Carolina	53	29	6	12
North Dakota	11	50	8	31
Ohio	48	27	3	22
Oklahoma	49	31	3	16
Oregon	23	42	4	31
Pennsylvania	27	41	6	25
Rhode Island	15	50	8	28
South Carolina	72	17	1	10
South Dakota	17	44	5	34
Tennessee	46	34	1	19
Texas	73	14	1	12
Utah	31	44	4	21
Vermont	15	53	8	23
Virginia	38	32	9	21
Washington	19	45	6	30
West Virginia	15	46	10	29
Wisconsin	30	39	5	26
Wyoming	17	55	4	24

1990: full-time teachers who are 30 years old or older.

* In 1987 the question read, "The reform movement has also focussed on the regulatory and procedural aspects of education. How has use of externally developed tests to determine student promotion and graduation been affected by either state or district regulations?" The scale is a six-point scale and uses "increased" and "decreased."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 59. How Has Clarity of School Goals in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	59%	30%	7%	4%
ALL TEACHERS, 1987	73	19	5	3
Alabama	52	39	4	4
Alaska	38	44	10	7
Arizona	57	29	9	5
Arkansas	69	23	4	4
California	55	34	7	4
Colorado	60	26	8	6
Connecticut	67	26	4	2
Delaware	54	32	10	4
Florida	52	33	10	5
Georgia	68	22	4	6
Hawaii	63	27	4	6
Idaho	56	31	6	6
Illinois	52	36	7	4
Indiana	56	32	8	4
Iowa	69	24	4	3
Kansas	61	31	5	3
Kentucky	65	26	6	3
Louisiana	65	27	6	3
Maine	61	30	6	3
Maryland	62	29	6	3
Massachusetts	40	39	16	5
Michigan	58	32	7	4
Minnesota	60	31	6	2
Mississippi	76	18	2	3
Missouri	62	30	5	3
Montana	43	41	11	5
Nebraska	52	39	4	5
Nevada	50	34	10	5
New Hampshire	48	37	9	6
New Jersey	60	32	4	4
New Mexico	55	31	11	3
New York	52	33	11	4
North Carolina	73	19	6	2
North Dakota	47	39	7	7
Ohio	54	36	5	5
Oklahoma	60	33	4	3
Oregon	57	31	8	4
Pennsylvania	53	34	10	3
Rhode Island	50	39	8	3
South Carolina	77	16	2	5
South Dakota	55	35	4	6
Tennessee	50	39	7	4
Texas	73	20	6	1
Utah	66	27	4	3
Vermont	57	30	9	4
Virginia	64	30	5	1
Washington	51	37	10	2
West Virginia	63	29	4	3
Wisconsin	62	26	6	6
Wyoming	60	28	9	3

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 60. How Have Academic Expectations for Students in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	57%	21%	18%	4%
ALL TEACHERS, 1987	73	16	10	1
Alabama	61	18	18	3
Alaska	38	36	19	7
Arizona	59	18	15	8
Arkansas	73	12	12	3
California	59	25	11	5
Colorado	43	30	23	4
Connecticut	55	22	20	2
Delaware	44	25	29	2
Florida	54	16	25	5
Georgia	72	9	13	5
Hawaii	64	17	14	5
Idaho	54	21	19	7
Illinois	54	28	15	3
Indiana	58	20	18	4
Iowa	55	27	14	4
Kansas	58	22	17	3
Kentucky	60	20	16	3
Louisiana	68	11	17	4
Maine	56	26	15	2
Maryland	50	22	25	2
Massachusetts	38	33	26	3
Michigan	54	26	16	4
Minnesota	54	26	17	3
Mississippi	80	6	11	2
Missouri	63	18	16	3
Montana	51	31	14	5
Nebraska	48	28	17	6
Nevada	47	24	22	7
New Hampshire	40	29	22	9
New Jersey	61	18	16	4
New Mexico	58	23	15	4
New York	52	24	20	4
North Carolina	61	15	20	4
North Dakota	55	28	12	5
Ohio	52	24	19	5
Oklahoma	66	19	11	4
Oregon	45	32	19	4
Pennsylvania	53	23	21	4
Rhode Island	50	26	20	3
South Carolina	81	7	8	4
South Dakota	55	25	14	6
Tennessee	62	20	15	3
Texas	69	11	17	3
Utah	58	27	12	3
Vermont	45	25	24	7
Virginia	61	17	19	4
Washington	42	30	23	5
West Virginia	56	21	18	5
Wisconsin	47	27	19	7
Wyoming	52	25	21	3

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 61. How Has the Leadership of the Principal in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	41%	38%	17%	4%
ALL TEACHERS, 1987	55	24	19	2
Alabama	45	38	13	3
Alaska	34	39	20	7
Arizona	45	32	18	6
Arkansas	42	40	12	6
California	39	36	21	5
Colorado	40	37	18	5
Connecticut	42	42	15	1
Delaware	39	39	18	3
Florida	36	36	21	7
Georgia	52	31	11	7
Hawaii	46	35	15	4
Idaho	49	30	15	6
Illinois	35	48	14	3
Indiana	40	36	22	2
Iowa	39	45	13	3
Kansas	43	36	19	2
Kentucky	50	34	13	4
Louisiana	55	27	15	3
Maine	38	41	17	4
Maryland	35	44	18	3
Massachusetts	32	45	21	2
Michigan	37	40	19	4
Minnesota	36	44	19	1
Mississippi	64	27	6	4
Missouri	43	39	16	3
Montana	34	38	23	4
Nebraska	40	43	13	4
Nevada	41	35	19	5
New Hampshire	41	33	21	4
New Jersey	36	47	13	3
New Mexico	45	34	17	4
New York	34	41	24	1
North Carolina	52	30	14	4
North Dakota	33	50	14	3
Ohio	42	36	18	5
Oklahoma	45	37	16	3
Oregon	40	40	16	4
Pennsylvania	36	41	20	2
Rhode Island	36	39	22	2
South Carolina	59	24	9	7
South Dakota	38	41	17	4
Tennessee	37	45	13	5
Texas	49	32	15	4
Utah	45	39	12	4
Vermont	42	32	23	4
Virginia	48	32	16	4
Washington	36	40	19	5
West Virginia	52	30	14	3
Wisconsin	38	37	19	7
Wyoming	42	35	20	3

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 62. How Have Core Academic Requirements for Graduation in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	62%	17%	5%	16%
ALL TEACHERS, 1987	68	13	3	16
Alabama	73	12	4	12
Alaska	44	34	8	14
Arizona	51	22	8	18
Arkansas	77	7	2	14
California	49	24	5	22
Colorado	57	18	8	17
Connecticut	54	23	4	19
Delaware	56	20	8	16
Florida	63	11	5	20
Georgia	66	13	2	18
Hawaii	54	25	4	17
Idaho	70	12	4	14
Illinois	44	30	8	18
Indiana	70	10	3	16
Iowa	66	18	2	14
Kansas	71	14	3	12
Kentucky	66	15	6	14
Louisiana	71	9	8	13
Maine	61	17	3	19
Maryland	58	19	7	16
Massachusetts	43	29	8	20
Michigan	60	19	3	18
Minnesota	54	22	7	17
Mississippi	84	5	3	7
Missouri	74	15	3	8
Montana	62	21	6	12
Nebraska	60	20	5	15
Nevada	64	12	9	15
New Hampshire	43	22	9	26
New Jersey	60	17	5	17
New Mexico	69	10	9	11
New York	67	12	6	15
North Carolina	63	13	4	20
North Dakota	64	21	5	10
Ohio	63	14	6	17
Oklahoma	77	14	3	7
Oregon	51	21	8	21
Pennsylvania	54	22	5	19
Rhode Island	49	26	7	18
South Carolina	75	8	2	15
South Dakota	71	12	4	14
Tennessee	74	14	2	11
Texas	70	11	4	15
Utah	71	15	4	10
Vermont	51	23	6	20
Virginia	74	8	4	13
Washington	52	20	10	18
West Virginia	60	19	6	16
Wisconsin	67	15	3	14
Wyoming	55	22	11	11

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 63. Since 1983, What Changes, If Any, Have Taken Place in Your School for Science and Math Requirements?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	56%	29%	2%	12%
Alabama	60	30	1	9
Alaska	36	47	4	13
Arizona	44	41	5	11
Arkansas	64	23	1	12
California	48	42	3	7
Colorado	39	42	3	17
Connecticut	54	33	2	10
Delaware	57	28	2	12
Florida	69	19	1	11
Georgia	57	31	2	11
Hawaii	44	44	3	9
Idaho	55	29	1	15
Illinois	46	37	3	14
Indiana	64	21	2	13
Iowa	58	29	1	13
Kansas	61	27	1	11
Kentucky	52	41	0	6
Louisiana	69	19	3	9
Maine	52	37	0	11
Maryland	52	35	3	10
Massachusetts	42	37	4	17
Michigan	56	28	1	15
Minnesota	52	37	2	10
Mississippi	72	15	1	12
Missouri	63	22	0	15
Montana	47	40	2	11
Nebraska	49	35	1	15
Nevada	61	28	3	9
New Hampshire	46	35	4	15
New Jersey	58	30	1	11
New Mexico	62	26	3	9
New York	73	16	2	9
North Carolina	55	33	2	10
North Dakota	54	32	1	12
Ohio	50	30	1	18
Oklahoma	65	23	2	10
Oregon	43	44	2	11
Pennsylvania	57	25	2	16
Rhode Island	48	31	3	17
South Carolina	77	13	0	10
South Dakota	64	21	0	15
Tennessee	52	37	1	10
Texas	57	26	2	15
Utah	48	39	2	11
Vermont	54	33	3	10
Virginia	59	24	2	14
Washington	46	38	3	14
West Virginia	46	40	2	12
Wisconsin	53	32	2	14
Wyoming	45	40	5	9

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 64. Since 1983, What Changes, If Any, Have Taken Place in Your School for English/ Literature Requirements?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	40%	42%	2%	15%
Alabama	39	46	1	14
Alaska	28	55	4	13
Arizona	33	53	5	10
Arkansas	39	47	0	14
California	51	37	3	9
Colorado	31	48	4	16
Connecticut	36	48	4	11
Delaware	32	51	1	17
Florida	48	36	3	13
Georgia	51	37	1	11
Hawaii	25	60	2	13
Idaho	45	37	2	16
Illinois	37	43	2	18
Indiana	55	28	1	16
Iowa	47	37	1	15
Kansas	35	44	2	18
Kentucky	38	52	1	9
Louisiana	56	30	3	11
Maine	35	51	1	14
Maryland	28	56	4	11
Massachusetts	26	48	6	20
Michigan	37	44	2	17
Minnesota	28	56	4	12
Mississippi	45	37	2	16
Missouri	44	35	1	20
Montana	31	56	3	11
Nebraska	43	38	2	16
Nevada	45	41	3	11
New Hampshire	27	50	3	20
New Jersey	39	43	1	17
New Mexico	49	38	3	10
New York	42	35	4	19
North Carolina	38	48	2	13
North Dakota	34	47	2	17
Ohio	37	42	2	19
Oklahoma	36	49	3	11
Oregon	39	48	2	11
Pennsylvania	36	40	2	22
Rhode Island	36	45	1	17
South Carolina	42	39	0	19
South Dakota	35	46	2	18
Tennessee	27	57	1	14
Texas	44	37	2	17
Utah	32	51	3	14
Vermont	31	50	5	15
Virginia	41	40	2	17
Washington	33	44	4	20
West Virginia	28	58	2	11
Wisconsin	42	38	2	18
Wyoming	27	58	4	11

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 65. Since 1983, What Changes, If Any, Have Taken Place in Your School for History and Social Studies Requirements?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	37%	43%	3%	16%
Alabama	37	47	2	14
Alaska	25	55	6	14
Arizona	32	51	5	12
Arkansas	49	35	2	14
California	28	55	4	13
Colorado	30	49	4	17
Connecticut	41	43	3	13
Delaware	27	50	4	20
Florida	47	31	5	18
Georgia	40	41	3	16
Hawaii	19	67	3	11
Idaho	33	46	2	19
Illinois	30	47	4	18
Indiana	36	44	2	19
Iowa	39	41	2	18
Kansas	38	44	2	17
Kentucky	38	51	2	9
Louisiana	49	35	4	12
Maine	40	43	2	15
Maryland	32	53	4	11
Massachusetts	28	47	4	22
Michigan	35	47	2	16
Minnesota	24	57	5	14
Mississippi	46	35	3	17
Missouri	43	39	0	18
Montana	35	50	2	13
Nebraska	36	43	2	20
Nevada	29	51	7	13
New Hampshire	34	43	3	19
New Jersey	43	40	2	15
New Mexico	42	42	2	13
New York	60	22	3	15
North Carolina	45	41	3	11
North Dakota	28	55	2	15
Ohio	30	45	3	22
Oklahoma	47	38	2	13
Oregon	24	59	2	15
Pennsylvania	32	42	5	21
Rhode Island	37	40	3	20
South Carolina	38	43	1	18
South Dakota	39	42	1	19
Tennessee	35	52	2	11
Texas	32	46	2	21
Utah	33	49	4	14
Vermont	38	46	2	14
Virginia	38	39	4	19
Washington	25	52	4	18
West Virginia	26	57	3	14
Wisconsin	33	47	2	18
Wyoming	32	51	5	12

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 66. Since 1983, What Changes, If Any, Have Taken Place in Your School for Foreign Language Requirements?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	27%	49%	5%	19%
Alabama	36	44	4	16
Alaska	13	66	6	15
Arizona	13	72	5	10
Arkansas	49	36	2	12
California	13	66	5	17
Colorado	23	45	8	24
Connecticut	16	58	4	22
Delaware	12	55	4	28
Florida	24	51	5	20
Georgia	29	47	3	21
Hawaii	20	60	6	14
Idaho	19	55	7	19
Illinois	14	60	6	20
Indiana	17	52	6	26
Iowa	42	38	3	17
Kansas	27	47	6	20
Kentucky	20	63	1	16
Louisiana	46	38	6	10
Maine	19	59	4	18
Maryland	24	54	3	18
Massachusetts	20	49	9	22
Michigan	10	60	8	22
Minnesota	40	41	6	13
Mississippi	35	43	3	20
Missouri	21	52	4	23
Montana	25	57	4	14
Nebraska	33	46	3	18
Nevada	15	57	6	23
New Hampshire	15	51	5	28
New Jersey	17	55	4	24
New Mexico	22	54	9	16
New York	65	21	3	11
North Carolina	61	30	2	8
North Dakota	21	59	5	15
Ohio	18	50	6	27
Oklahoma	32	49	7	13
Oregon	15	63	6	16
Pennsylvania	11	53	7	29
Rhode Island	12	50	7	32
South Carolina	20	55	0	24
South Dakota	36	35	10	19
Tennessee	31	50	1	17
Texas	26	45	4	24
Utah	25	56	6	14
Vermont	20	60	4	16
Virginia	31	46	1	22
Washington	16	56	6	23
West Virginia	14	67	4	15
Wisconsin	29	47	4	20
Wyoming	13	65	6	17

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 67. Since 1983, What Changes, If Any, Have Taken Place in Your School for Arts Requirements?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	25%	49%	8%	17%
Alabama	17	58	12	13
Alaska	11	63	12	14
Arizona	23	56	13	8
Arkansas	55	30	2	12
California	23	54	11	12
Colorado	15	53	14	18
Connecticut	23	55	6	15
Delaware	10	61	7	22
Florida	33	42	8	17
Georgia	41	40	6	14
Hawaii	12	68	6	14
Idaho	19	54	8	20
Illinois	16	55	12	17
Indiana	17	53	9	21
Iowa	14	58	10	19
Kansas	15	58	9	18
Kentucky	28	57	6	9
Louisiana	20	55	13	12
Maine	58	29	1	11
Maryland	34	47	4	14
Massachusetts	13	53	14	20
Michigan	12	60	11	17
Minnesota	22	51	13	14
Mississippi	16	55	10	19
Missouri	15	58	2	24
Montana	23	57	8	13
Nebraska	26	48	4	22
Nevada	26	48	10	16
New Hampshire	30	44	5	20
New Jersey	17	56	7	19
New Mexico	13	50	21	16
New York	37	35	6	22
North Carolina	54	34	4	9
North Dakota	11	65	8	16
Ohio	22	49	7	23
Oklahoma	11	64	10	15
Oregon	14	63	10	13
Pennsylvania	17	53	7	23
Rhode Island	32	44	5	19
South Carolina	34	40	3	22
South Dakota	30	41	8	22
Tennessee	29	52	8	12
Texas	33	42	7	19
Utah	33	47	5	15
Vermont	53	33	2	12
Virginia	28	42	12	19
Washington	22	48	13	16
West Virginia	20	56	9	15
Wisconsin	20	50	10	20
Wyoming	12	69	4	15

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 68. How Have the Writing Skills of Students in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	48%	22%	23%	7%
ALL TEACHERS, 1987	59	21	13	7
Alabama	34	26	31	9
Alaska	39	28	21	11
Arizona	47	25	19	9
Arkansas	35	31	25	9
California	48	26	21	5
Colorado	40	26	28	6
Connecticut	62	14	18	5
Delaware	39	24	30	7
Florida	43	19	30	8
Georgia	68	9	16	7
Hawaii	56	19	20	4
Idaho	43	23	23	11
Illinois	41	29	21	8
Indiana	39	22	28	11
Iowa	46	26	20	8
Kansas	36	27	25	12
Kentucky	48	22	23	8
Louisiana	46	20	29	5
Maine	68	18	10	4
Maryland	58	16	21	4
Massachusetts	40	26	26	8
Michigan	48	23	23	6
Minnesota	48	25	21	6
Mississippi	58	18	17	6
Missouri	43	25	22	10
Montana	40	30	23	7
Nebraska	43	27	20	10
Nevada	42	23	26	9
New Hampshire	52	17	18	13
New Jersey	61	15	18	6
New Mexico	46	26	20	7
New York	46	19	28	7
North Carolina	65	11	20	4
North Dakota	44	28	20	8
Ohio	47	21	22	10
Oklahoma	44	26	21	9
Oregon	48	29	16	7
Pennsylvania	45	23	21	10
Rhode Island	48	25	21	6
South Carolina	69	13	12	7
South Dakota	35	34	19	12
Tennessee	32	34	26	8
Texas	58	15	21	7
Utah	36	37	21	6
Vermont	44	24	21	11
Virginia	54	18	22	6
Washington	41	24	30	5
West Virginia	33	29	30	8
Wisconsin	42	25	23	11
Wyoming	44	23	25	8

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 69. How Have the Math Skills of Students in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	46%	25%	20%	10%
ALL TEACHERS, 1987	60	20	10	10
Alabama	47	22	25	6
Alaska	32	36	17	16
Arizona	45	26	20	9
Arkansas	43	25	20	12
California	45	30	15	9
Colorado	36	29	24	11
Connecticut	56	17	15	11
Delaware	40	24	26	9
Florida	44	21	25	10
Georgia	61	17	15	7
Hawaii	59	17	16	9
Idaho	41	29	18	13
Illinois	44	31	17	8
Indiana	41	23	23	13
Iowa	40	31	16	14
Kansas	41	27	19	12
Kentucky	43	28	20	9
Louisiana	49	21	25	5
Maine	46	34	10	10
Maryland	49	20	21	9
Massachusetts	31	31	23	15
Michigan	51	23	15	10
Minnesota	41	31	18	10
Mississippi	63	12	18	7
Missouri	42	30	19	9
Montana	47	28	17	8
Nebraska	38	28	19	15
Nevada	39	23	26	12
New Hampshire	41	24	21	14
New Jersey	57	22	14	6
New Mexico	46	28	18	8
New York	40	27	25	8
North Carolina	48	21	21	11
North Dakota	51	28	12	9
Ohio	33	33	21	13
Oklahoma	44	28	17	11
Oregon	40	34	16	11
Pennsylvania	44	24	21	11
Rhode Island	41	31	18	10
South Carolina	67	15	11	7
South Dakota	42	34	13	10
Tennessee	48	25	19	8
Texas	56	16	20	7
Utah	43	32	16	8
Vermont	39	27	16	18
Virginia	48	22	21	9
Washington	37	30	24	8
West Virginia	39	30	23	8
Wisconsin	40	27	18	15
Wyoming	41	25	22	12

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 70. How Have the Reading Skills of Students in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	45%	26%	22%	7%
ALL TEACHERS, 1987	59	22	12	7
Alabama	44	25	25	7
Alaska	34	36	19	10
Arizona	46	26	20	8
Arkansas	46	28	20	7
California	46	29	19	7
Colorado	34	32	28	6
Connecticut	55	23	17	6
Delaware	40	23	30	7
Florida	43	20	28	8
Georgia	63	14	16	6
Hawaii	54	24	18	4
Idaho	42	27	19	11
Illinois	42	33	20	5
Indiana	42	24	25	9
Iowa	37	31	21	10
Kansas	38	30	21	11
Kentucky	48	26	22	5
Louisiana	50	21	25	4
Maine	48	33	13	6
Maryland	52	22	20	6
Massachusetts	38	30	24	8
Michigan	55	21	18	6
Minnesota	44	32	17	8
Mississippi	65	13	17	5
Missouri	40	29	21	10
Montana	43	31	19	7
Nebraska	39	32	21	9
Nevada	42	25	25	7
New Hampshire	41	25	21	13
New Jersey	59	21	16	5
New Mexico	42	31	21	6
New York	38	29	27	6
North Carolina	48	21	25	7
North Dakota	48	30	16	7
Ohio	37	31	20	12
Oklahoma	45	28	20	7
Oregon	37	37	19	6
Pennsylvania	42	25	23	10
Rhode Island	43	28	21	8
South Carolina	67	14	12	7
South Dakota	39	35	17	8
Tennessee	45	26	22	7
Texas	51	20	23	6
Utah	38	39	17	7
Vermont	35	31	21	13
Virginia	48	22	23	8
Washington	35	34	25	6
West Virginia	39	30	25	6
Wisconsin	42	26	22	9
Wyoming	42	27	21	10

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 71. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Use of Technology for Teaching Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	70%	23%	3%	4%
ALL TEACHERS, 1987	71	20	5	4
Alabama	67	27	2	5
Alaska	70	22	3	5
Arizona	65	26	5	4
Arkansas	62	30	3	4
California	68	26	3	3
Colorado	75	19	4	2
Connecticut	73	22	1	3
Delaware	67	23	6	4
Florida	72	22	3	3
Georgia	77	16	3	4
Hawaii	73	23	1	4
Idaho	57	31	5	6
Illinois	64	29	3	4
Indiana	73	23	1	3
Iowa	77	19	3	1
Kansas	72	22	2	5
Kentucky	72	23	2	3
Louisiana	61	31	4	4
Maine	71	25	0	4
Maryland	73	20	4	3
Massachusetts	65	26	5	4
Michigan	69	23	3	6
Minnesota	82	14	3	2
Mississippi	67	28	1	4
Missouri	72	22	3	3
Montana	64	27	5	4
Nebraska	72	24	2	2
Nevada	70	20	5	5
New Hampshire	76	15	5	4
New Jersey	58	29	4	10
New Mexico	62	29	5	4
New York	72	21	2	5
North Carolina	73	19	4	4
North Dakota	67	27	3	2
Ohio	68	23	4	5
Oklahoma	65	26	5	4
Oregon	69	22	5	4
Pennsylvania	72	21	3	4
Rhode Island	67	25	4	4
South Carolina	78	13	2	7
South Dakota	73	17	3	8
Tennessee	65	29	2	4
Texas	67	23	5	5
Utah	66	23	7	5
Vermont	75	18	3	4
Virginia	78	17	2	3
Washington	68	25	4	4
West Virginia	70	25	2	2
Wisconsin	75	19	1	4
Wyoming	72	21	3	4

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 72. How Have Textbooks and Other Instructional Materials in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	60%	26%	9%	4%
ALL TEACHERS, 1987	59	29	10	3
Alabama	64	22	12	3
Alaska	51	31	9	9
Arizona	54	28	12	6
Arkansas	65	25	5	5
California	59	23	12	6
Colorado	52	29	12	6
Connecticut	60	29	8	4
Delaware	61	28	9	2
Florida	61	25	10	4
Georgia	72	18	5	4
Hawaii	64	24	7	6
Idaho	63	20	11	6
Illinois	58	31	6	5
Indiana	59	27	9	5
Iowa	61	30	5	4
Kansas	64	27	6	4
Kentucky	66	22	8	5
Louisiana	64	22	9	5
Maine	56	34	4	5
Maryland	57	29	11	3
Massachusetts	48	28	18	6
Michigan	59	30	9	2
Minnesota	56	32	9	3
Mississippi	66	25	6	3
Missouri	60	26	10	4
Montana	55	25	16	4
Nebraska	60	29	7	5
Nevada	55	25	14	6
New Hampshire	59	21	12	8
New Jersey	65	23	8	4
New Mexico	49	31	16	3
New York	55	32	9	4
North Carolina	65	24	7	4
North Dakota	62	28	9	2
Ohio	61	27	8	5
Oklahoma	56	29	11	3
Oregon	62	24	10	5
Pennsylvania	59	28	8	5
Rhode Island	65	23	9	2
South Carolina	72	20	3	5
South Dakota	63	25	6	6
Tennessee	61	26	10	3
Texas	70	19	6	4
Utah	37	34	26	3
Vermont	57	28	8	7
Virginia	65	22	9	4
Washington	49	30	16	5
West Virginia	59	26	12	3
Wisconsin	59	28	6	6
Wyoming	56	26	13	4

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 73. Since 1983, What Changes, If Any, Have Taken Place in Your School for Achievement Testing of Students?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	47%	37%	6%	10%
Alabama	58	32	5	5
Alaska	31	43	18	8
Arizona	40	46	9	5
Arkansas	65	27	3	6
California	36	49	9	5
Colorado	33	45	10	12
Connecticut	55	32	5	7
Delaware	37	46	8	9
Florida	44	40	6	10
Georgia	66	20	6	8
Hawaii	47	39	4	10
Idaho	36	46	5	13
Illinois	47	39	4	10
Indiana	64	21	4	10
Iowa	28	54	5	12
Kansas	35	48	7	10
Kentucky	57	32	4	8
Louisiana	67	21	5	6
Maine	39	44	6	11
Maryland	48	36	8	8
Massachusetts	37	41	10	12
Michigan	39	42	8	10
Minnesota	38	44	6	12
Mississippi	72	17	5	6
Missouri	50	30	8	12
Montana	31	54	5	10
Nebraska	32	51	4	12
Nevada	37	46	8	10
New Hampshire	31	51	8	10
New Jersey	53	37	1	8
New Mexico	44	38	10	9
New York	41	39	5	14
North Carolina	52	30	11	6
North Dakota	37	50	3	10
Ohio	61	23	6	10
Oklahoma	68	23	6	4
Oregon	28	52	9	11
Pennsylvania	39	43	6	13
Rhode Island	38	44	7	11
South Carolina	70	18	4	9
South Dakota	41	37	8	13
Tennessee	54	34	4	8
Texas	55	31	3	11
Utah	43	42	8	7
Vermont	24	56	8	12
Virginia	50	33	6	10
Washington	33	50	5	12
West Virginia	37	50	7	7
Wisconsin	44	39	6	12
Wyoming	36	52	6	6

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 74. How Has Teacher Assessment of Students' Academic Progress in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	45%	44%	6%	5%
ALL TEACHERS, 1987	55	39	3	3
Alabama	55	37	3	5
Alaska	33	48	9	10
Arizona	42	42	7	9
Arkansas	53	38	4	5
California	30	56	6	7
Colorado	40	45	7	9
Connecticut	52	42	2	4
Delaware	42	46	8	5
Florida	43	41	9	7
Georgia	63	28	4	5
Hawaii	48	39	6	7
Idaho	43	45	4	8
Illinois	36	51	6	7
Indiana	41	45	8	6
Iowa	42	50	3	5
Kansas	46	45	3	6
Kentucky	51	40	5	3
Louisiana	63	27	5	5
Maine	44	49	4	3
Maryland	39	48	9	5
Massachusetts	31	53	9	7
Michigan	41	49	4	6
Minnesota	44	44	7	6
Mississippi	73	21	3	3
Missouri	46	43	6	5
Montana	38	49	6	7
Nebraska	35	56	3	6
Nevada	37	47	9	7
New Hampshire	40	47	7	7
New Jersey	47	44	4	5
New Mexico	50	37	9	4
New York	36	49	10	5
North Carolina	61	28	7	5
North Dakota	38	51	5	6
Ohio	49	42	5	4
Oklahoma	51	42	4	3
Oregon	37	51	7	5
Pennsylvania	39	48	8	5
Rhode Island	45	48	3	4
South Carolina	69	23	3	6
South Dakota	44	45	4	7
Tennessee	54	36	6	4
Texas	55	37	6	2
Utah	45	42	9	4
Vermont	43	44	6	7
Virginia	52	38	6	4
Washington	35	54	7	4
West Virginia	46	44	6	4
Wisconsin	40	46	6	8
Wyoming	46	43	6	5

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 75. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Scheduling Flexibility Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	22%	54%	19%	4%
ALL TEACHERS, 1987	29	36	28	7
Alabama	27	59	10	4
Alaska	28	51	16	6
Arizona	17	61	18	4
Arkansas	23	62	11	4
California	18	58	16	8
Colorado	25	55	16	4
Connecticut	22	54	21	3
Delaware	20	56	21	4
Florida	24	49	21	6
Georgia	33	45	18	4
Hawaii	27	59	9	5
Idaho	19	58	18	6
Illinois	16	65	18	1
Indiana	21	60	17	3
Iowa	24	53	20	3
Kansas	26	52	18	4
Kentucky	22	57	16	4
Louisiana	34	51	13	2
Maine	27	55	14	4
Maryland	25	54	21	1
Massachusetts	20	52	26	2
Michigan	17	56	21	7
Minnesota	18	55	25	3
Mississippi	36	50	9	5
Missouri	22	53	20	5
Montana	18	60	18	4
Nebraska	24	57	14	4
Nevada	21	58	17	3
New Hampshire	26	52	17	5
New Jersey	17	55	22	5
New Mexico	25	51	21	3
New York	16	53	28	3
North Carolina	32	48	17	3
North Dakota	21	61	14	4
Ohio	20	57	19	3
Oklahoma	25	56	16	3
Oregon	17	57	23	3
Pennsylvania	16	60	21	3
Rhode Island	20	60	17	4
South Carolina	30	49	16	5
South Dakota	23	55	15	7
Tennessee	29	53	15	3
Texas	25	48	21	5
Utah	24	53	18	5
Vermont	25	50	21	4
Virginia	31	46	18	6
Washington	17	59	20	4
West Virginia	27	51	20	2
Wisconsin	19	55	19	7
Wyoming	21	56	20	3

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 76. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Instruction Tailored to Students' Needs Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	52%	39%	7%	3%
ALL TEACHERS, 1987	56	33	8	3
Alabama	55	39	3	4
Alaska	46	43	6	5
Arizona	49	36	12	3
Arkansas	57	37	4	2
California	41	46	10	3
Colorado	52	37	7	4
Connecticut	61	34	5	1
Delaware	48	40	9	3
Florida	48	41	7	4
Georgia	63	27	7	3
Hawaii	53	37	3	6
Idaho	47	41	7	5
Illinois	44	49	4	2
Indiana	54	38	6	2
Iowa	63	33	3	1
Kansas	61	33	3	2
Kentucky	57	35	4	3
Louisiana	56	33	7	3
Maine	63	31	3	3
Maryland	53	37	9	1
Massachusetts	47	43	8	2
Michigan	41	46	9	4
Minnesota	56	36	5	3
Mississippi	69	26	4	1
Missouri	50	41	7	3
Montana	45	45	7	3
Nebraska	60	34	3	3
Nevada	42	46	10	2
New Hampshire	62	29	5	3
New Jersey	58	34	4	4
New Mexico	49	42	7	1
New York	48	40	9	3
North Carolina	61	30	8	1
North Dakota	52	42	4	2
Ohio	48	44	6	1
Oklahoma	53	38	8	1
Oregon	46	45	6	2
Pennsylvania	47	45	6	2
Rhode Island	55	40	3	2
South Carolina	73	20	5	3
South Dakota	60	32	4	4
Tennessee	55	35	7	3
Texas	54	34	9	2
Utah	40	47	10	3
Vermont	59	31	6	5
Virginia	65	29	4	1
Washington	40	49	9	2
West Virginia	54	37	7	2
Wisconsin	51	40	6	3
Wyoming	53	38	6	2

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 77. Since 1983, What Changes, If Any, Have Taken Place in Your School for Programs for Gifted?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	53%	33%	9%	6%
ALL TEACHERS, 1987	55	30	10	5
Alabama	52	35	6	6
Alaska	43	39	12	6
Arizona	50	34	11	5
Arkansas	87	9	2	3
California	23	49	20	9
Colorado	49	31	14	5
Connecticut	53	37	8	2
Delaware	51	37	6	7
Florida	52	35	5	8
Georgia	53	30	9	7
Hawaii	64	26	5	5
Idaho	46	38	9	7
Illinois	46	36	11	7
Indiana	78	14	5	3
Iowa	73	23	2	3
Kansas	56	34	6	4
Kentucky	65	26	4	4
Louisiana	59	27	6	8
Maine	74	20	3	3
Maryland	54	35	6	4
Massachusetts	29	43	21	7
Michigan	56	28	11	4
Minnesota	53	34	11	2
Mississippi	61	33	2	4
Missouri	54	36	6	3
Montana	35	38	21	6
Nebraska	47	36	9	7
Nevada	38	47	8	7
New Hampshire	50	37	8	6
New Jersey	66	26	3	5
New Mexico	44	42	6	7
New York	48	37	9	6
North Carolina	52	31	10	6
North Dakota	29	52	13	6
Ohio	61	26	7	6
Oklahoma	54	33	11	2
Oregon	39	36	20	5
Pennsylvania	51	39	6	4
Rhode Island	46	38	9	7
South Carolina	68	22	5	6
South Dakota	67	20	8	5
Tennessee	56	30	7	7
Texas	65	24	4	7
Utah	45	32	16	7
Vermont	29	46	17	8
Virginia	68	22	6	4
Washington	39	47	10	4
West Virginia	57	27	13	3
Wisconsin	69	24	4	3
Wyoming	47	32	17	4

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 78. Since 1983, What Changes, If Any, Have Taken Place in Your School for Programs for Disadvantaged?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	49%	35%	6%	10%
ALL TEACHERS, 1987	57	28	9	6
Alabama	45	41	4	10
Alaska	48	34	8	10
Arizona	41	37	12	10
Arkansas	55	34	4	8
California	34	45	10	11
Colorado	47	33	12	7
Connecticut	47	40	2	11
Delaware	50	32	8	9
Florida	52	30	6	12
Georgia	56	30	6	9
Hawaii	50	36	3	11
Idaho	56	31	4	10
Illinois	32	48	7	13
Indiana	61	26	3	10
Iowa	62	30	2	6
Kansas	48	38	7	7
Kentucky	57	30	6	7
Louisiana	47	36	7	10
Maine	55	35	2	7
Maryland	52	35	6	7
Massachusetts	41	41	7	11
Michigan	38	44	9	9
Minnesota	59	28	8	5
Mississippi	61	29	2	8
Missouri	53	33	6	8
Montana	45	41	7	7
Nebraska	49	38	5	9
Nevada	40	39	8	12
New Hampshire	55	30	5	9
New Jersey	49	36	3	13
New Mexico	51	35	4	10
New York	53	34	4	9
North Carolina	55	29	7	9
North Dakota	47	42	4	7
Ohio	53	32	6	9
Oklahoma	50	39	5	5
Oregon	48	31	12	8
Pennsylvania	46	39	7	8
Rhode Island	55	30	3	12
South Carolina	62	25	2	12
South Dakota	62	24	5	8
Tennessee	49	28	5	7
Texas	49	33	6	12
Utah	39	34	14	13
Vermont	62	29	4	6
Virginia	59	30	4	8
Washington	48	34	9	9
West Virginia	56	31	8	5
Wisconsin	66	24	2	8
Wyoming	47	38	8	7

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 79. Since 1983, What Changes, If Any, Have Taken Place in Your School for Pre-kindergarten Programs?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	37%	39%	3%	21%
ALL TEACHERS, 1987	33	36	5	26
Alabama	40	41	2	17
Alaska	38	34	6	22
Arizona	29	45	7	18
Arkansas	31	49	2	17
California	17	44	7	33
Colorado	28	40	7	25
Connecticut	44	34	1	21
Delaware	35	35	3	26
Florida	44	27	1	29
Georgia	37	40	4	19
Hawaii	30	38	3	29
Idaho	41	40	3	16
Illinois	42	39	2	17
Indiana	22	53	1	24
Iowa	39	49	1	11
Kansas	42	44	3	12
Kentucky	38	46	1	15
Louisiana	48	35	2	16
Maine	39	41	1	20
Maryland	39	33	2	26
Massachusetts	37	32	3	27
Michigan	60	24	4	12
Minnesota	58	27	1	14
Mississippi	54	36	1	10
Missouri	57	30	1	12
Montana	24	58	5	14
Nebraska	27	53	2	18
Nevada	21	48	3	28
New Hampshire	22	56	4	18
New Jersey	34	38	2	26
New Mexico	38	45	3	15
New York	34	43	3	20
North Carolina	32	46	1	21
North Dakota	30	56	3	11
Ohio	33	45	2	20
Oklahoma	31	55	2	11
Oregon	24	53	5	19
Pennsylvania	21	50	4	25
Rhode Island	44	26	1	29
South Carolina	59	18	1	22
South Dakota	38	47	1	14
Tennessee	31	45	1	23
Texas	54	22	1	24
Utah	14	49	8	28
Vermont	42	38	1	19
Virginia	40	35	1	24
Washington	36	42	4	19
West Virginia	32	44	4	20
Wisconsin	45	37	1	17
Wyoming	26	54	5	15

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 80. How Have Opportunities for After-school Enrichment Programs in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	31%	45%	16%	7%
ALL TEACHERS, 1987	28	49	12	11
Alabama	33	52	8	7
Alaska	29	39	24	9
Arizona	27	40	24	9
Arkansas	27	55	9	9
California	19	47	25	10
Colorado	29	42	22	7
Connecticut	27	55	15	4
Delaware	35	45	14	6
Florida	33	41	16	10
Georgia	32	46	12	10
Hawaii	55	33	4	8
Idaho	26	50	15	10
Illinois	26	51	18	5
Indiana	39	43	13	6
Iowa	38	48	8	6
Kansas	31	49	10	9
Kentucky	37	45	10	9
Louisiana	29	45	17	10
Maine	39	50	6	5
Maryland	33	46	15	5
Massachusetts	22	34	40	5
Michigan	35	44	17	4
Minnesota	34	43	18	5
Mississippi	31	55	6	8
Missouri	30	52	13	5
Montana	16	46	26	12
Nebraska	34	44	12	10
Nevada	35	41	20	5
New Hampshire	32	47	14	6
New Jersey	38	42	14	7
New Mexico	26	46	21	7
New York	36	45	15	5
North Carolina	45	39	8	8
North Dakota	22	49	18	10
Ohio	29	45	16	9
Oklahoma	32	43	15	10
Oregon	22	43	29	6
Pennsylvania	25	50	17	8
Rhode Island	27	48	17	8
South Carolina	33	49	7	12
South Dakota	23	50	11	16
Tennessee	50	35	8	7
Texas	35	45	13	7
Utah	30	39	26	5
Vermont	32	46	14	9
Virginia	46	40	8	6
Washington	25	46	23	6
West Virginia	24	46	24	6
Wisconsin	33	45	13	9
Wyoming	30	45	19	6

1990: full-time teachers who are 30 years old or older

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

4

Working Conditions: School Climate

Table 81. How Many Students Do You Work with in a Typical Day?

	LESS THAN 50	50 TO 99	100 TO 149	150 OR MORE
ALL TEACHERS, 1990	47%	19%	23%	11%
ALL TEACHERS, 1987	44	21	23	12
Alabama	42	19	26	14
Alaska	52	18	20	10
Arizona	61	13	16	11
Arkansas	39	23	31	7
California	64	9	12	15
Colorado	40	18	31	10
Connecticut	54	29	14	3
Delaware	37	21	28	13
Florida	46	11	23	20
Georgia	45	21	27	7
Hawaii	45	21	23	11
Idaho	49	15	21	15
Illinois	54	18	18	10
Indiana	39	17	26	18
Iowa	37	26	26	12
Kansas	48	19	19	13
Kentucky	56	17	18	9
Louisiana	58	14	18	10
Maine	55	28	14	3
Maryland	35	20	31	14
Massachusetts	35	32	29	4
Michigan	50	15	21	14
Minnesota	35	21	29	14
Mississippi	37	25	31	7
Missouri	43	18	28	11
Montana	67	16	12	5
Nebraska	50	24	18	7
Nevada	50	11	22	17
New Hampshire	54	25	18	3
New Jersey	49	24	21	7
New Mexico	60	12	17	11
New York	42	24	26	7
North Carolina	51	20	23	7
North Dakota	60	15	15	9
Ohio	43	20	22	16
Oklahoma	46	19	25	10
Oregon	55	13	19	13
Pennsylvania	36	19	30	14
Rhode Island	49	28	20	3
South Carolina	49	17	26	8
South Dakota	61	19	14	7
Tennessee	51	15	22	13
Texas	41	19	28	11
Utah	44	18	12	27
Vermont	48	29	21	2
Virginia	50	23	24	3
Washington	48	14	22	16
West Virginia	52	11	26	11
Wisconsin	44	20	25	11
Wyoming	44	23	28	5

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 82. How Many Students Are in Your Most Typical Class?

	LESS THAN 10	10 TO 19	20 TO 29	30 TO 39	40 OR MORE
ALL TEACHERS, 1990	6%	16%	62%	15%	1%
ALL TEACHERS, 1987	17	13	56	13	1
Alabama	6	18	56	19	2
Alaska	9	30	49	11	1
Arizona	4	13	58	23	2
Arkansas	6	19	71	3	1
California	3	6	34	56	2
Colorado	7	16	69	9	1
Connecticut	8	27	61	2	1
Delaware	5	15	67	12	0
Florida	4	12	52	29	3
Georgia	11	12	64	12	1
Hawaii	7	11	63	18	1
Idaho	6	13	61	19	2
Illinois	5	16	66	12	1
Indiana	3	19	71	7	1
Iowa	6	26	60	4	4
Kansas	7	27	60	4	2
Kentucky	5	18	67	9	1
Louisiana	6	16	65	12	1
Maine	7	28	62	2	0
Maryland	4	8	65	21	1
Massachusetts	5	25	67	3	1
Michigan	5	9	68	16	2
Minnesota	4	13	66	15	2
Mississippi	6	17	63	12	2
Missouri	6	18	67	7	2
Montana	12	27	59	2	0
Nebraska	6	31	57	4	1
Nevada	4	11	52	31	2
New Hampshire	6	25	66	3	0
New Jersey	9	25	60	4	2
New Mexico	9	16	62	12	1
New York	9	16	67	7	1
North Carolina	4	12	77	6	2
North Dakota	10	31	53	2	3
Ohio	8	13	70	9	1
Oklahoma	7	26	59	7	1
Oregon	4	12	75	9	0
Pennsylvania	4	15	71	10	1
Rhode Island	5	24	70	1	1
South Carolina	7	17	66	9	0
South Dakota	9	27	59	3	2
Tennessee	4	11	64	21	1
Texas	4	26	60	7	3
Utah	2	7	34	54	3
Vermont	4	41	53	0	1
Virginia	5	17	71	6	1
Washington	5	9	65	20	2
West Virginia	12	20	63	5	0
Wisconsin	6	13	74	6	1
Wyoming	13	29	56	2	1

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 83. Is Your Typical Class Too Large, About Right, or Too Small?

	TOO LARGE	ABOUT RIGHT	TOO SMALL
ALL TEACHERS, 1990	38%	60%	1%
ALL TEACHERS, 1987	38	61	1
Alabama	39	59	1
Alaska	34	63	4
Arizona	44	53	3
Arkansas	23	75	2
California	66	33	1
Colorado	36	60	4
Connecticut	31	68	1
Delaware	43	56	1
Florida	46	53	1
Georgia	37	62	1
Hawaii	47	52	1
Idaho	47	52	1
Illinois	40	58	1
Indiana	32	68	1
Iowa	25	73	2
Kansas	25	72	3
Kentucky	33	66	1
Louisiana	31	67	2
Maine	36	64	1
Maryland	42	57	1
Massachusetts	29	70	1
Michigan	43	56	1
Minnesota	46	52	1
Mississippi	30	69	1
Missouri	34	65	2
Montana	30	65	5
Nebraska	26	71	3
Nevada	53	45	2
New Hampshire	28	69	3
New Jersey	35	63	3
New Mexico	37	62	1
New York	33	65	2
North Carolina	45	54	1
North Dakota	18	78	4
Ohio	35	64	1
Oklahoma	29	69	2
Oregon	38	61	2
Pennsylvania	36	63	1
Rhode Island	28	72	1
South Carolina	28	71	1
South Dakota	24	73	3
Tennessee	52	47	1
Texas	25	74	1
Utah	71	28	1
Vermont	23	74	2
Virginia	37	61	2
Washington	53	46	1
West Virginia	22	76	2
Wisconsin	34	65	0
Wyoming	22	73	5

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 84. How Would You Rate Your Own Teaching Load?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	8%	45%	38%	10%
Alabama	9	40	39	12
Alaska	13	50	27	10
Arizona	8	41	36	15
Arkansas	8	50	35	7
California	6	34	47	14
Colorado	11	49	33	8
Connecticut	13	55	27	6
Delaware	5	46	38	11
Florida	7	45	35	12
Georgia	7	43	42	8
Hawaii	6	37	47	10
Idaho	6	38	46	10
Illinois	6	43	43	9
Indiana	5	54	33	8
Iowa	6	47	38	9
Kansas	8	50	33	9
Kentucky	9	45	38	7
Louisiana	10	36	44	10
Maine	8	47	35	9
Maryland	6	42	40	11
Massachusetts	7	53	31	9
Michigan	5	50	35	10
Minnesota	5	43	39	13
Mississippi	10	48	35	8
Missouri	7	45	37	11
Montana	9	48	34	9
Nebraska	8	50	33	9
Nevada	6	40	39	15
New Hampshire	6	51	38	5
New Jersey	7	42	43	8
New Mexico	8	39	41	12
New York	10	50	31	9
North Carolina	7	40	43	10
North Dakota	9	47	36	9
Ohio	8	44	40	8
Oklahoma	10	44	40	6
Oregon	8	44	37	12
Pennsylvania	7	47	36	11
Rhode Island	9	55	31	5
South Carolina	8	47	38	7
South Dakota	7	44	44	6
Tennessee	7	39	41	12
Texas	10	49	31	10
Utah	6	22	43	29
Vermont	10	57	28	5
Virginia	8	47	39	6
Washington	5	38	44	13
West Virginia	8	44	37	10
Wisconsin	5	46	41	7
Wyoming	12	54	27	7

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 85. How Much Formally Scheduled Preparation Time Do You Have During a Typical School Day?

	NONE	LESS THAN 1 HOUR	1 HOUR	2 HOURS	3 HOURS	4 HOURS OR MORE
ALL TEACHERS, 1990	8%	56%	29%	5%	0%	0%
ALL TEACHERS, 1987	7	60	27	6	1	0
Alabama	9	52	37	2	0	1
Alaska	7	59	30	4	0	0
Arizona	7	52	37	3	0	1
Arkansas	17	50	30	2	1	1
California	25	44	26	6	0	0
Colorado	3	54	33	9	1	0
Connecticut	8	74	15	3	0	0
Delaware	1	74	22	3	0	1
Florida	2	39	42	15	2	0
Georgia	8	48	36	7	1	0
Hawaii	1	82	13	3	1	0
Idaho	19	49	29	2	1	0
Illinois	11	60	23	4	1	1
Indiana	4	56	36	4	0	0
Iowa	5	56	33	6	0	0
Kansas	4	58	32	4	0	1
Kentucky	18	54	26	2	0	1
Louisiana	22	46	29	1	1	1
Maine	30	55	12	2	0	0
Maryland	5	60	31	4	0	0
Massachusetts	7	66	19	7	1	0
Michigan	6	59	32	3	1	0
Minnesota	2	49	45	5	0	0
Mississippi	4	50	43	2	1	1
Missouri	3	55	36	5	0	0
Montana	10	53	31	5	0	0
Nebraska	5	61	24	9	0	0
Nevada	11	61	24	3	1	0
New Hampshire	16	62	18	3	0	0
New Jersey	2	78	15	4	1	0
New Mexico	26	51	21	1	0	0
New York	4	64	25	7	0	0
North Carolina	14	46	33	5	1	1
North Dakota	5	51	33	10	1	0
Ohio	6	67	23	4	0	0
Oklahoma	9	50	37	3	0	1
Oregon	4	50	28	16	1	1
Pennsylvania	3	72	20	4	0	0
Rhode Island	7	73	18	2	1	0
South Carolina	5	59	32	3	0	1
South Dakota	11	51	27	9	1	1
Tennessee	15	51	32	2	0	0
Texas	2	54	37	6	0	1
Utah	25	39	31	4	1	1
Vermont	10	58	25	7	0	0
Virginia	10	64	22	3	0	0
Washington	4	63	30	1	1	0
West Virginia	5	77	17	1	0	0
Wisconsin	5	41	40	14	0	0
Wyoming	5	55	32	7	1	0

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 86. Are You Now Assigned to Teach Subjects in Which You Feel Unqualified?

	YES	NO
ALL TEACHERS, 1990	18%	82%
ALL TEACHERS, 1987	20	80
Alabama	17	83
Alaska	26	74
Arizona	22	78
Arkansas	15	85
California	25	75
Colorado	22	78
Connecticut	14	86
Delaware	16	84
Florida	17	83
Georgia	22	78
Hawaii	20	80
Idaho	22	78
Illinois	17	83
Indiana	16	84
Iowa	14	86
Kansas	15	85
Kentucky	21	79
Louisiana	17	83
Maine	17	83
Maryland	16	84
Massachusetts	17	83
Michigan	21	79
Minnesota	19	81
Mississippi	14	86
Missouri	15	85
Montana	18	82
Nebraska	23	77
Nevada	27	73
New Hampshire	16	84
New Jersey	17	83
New Mexico	24	76
New York	12	88
North Carolina	17	83
North Dakota	16	84
Ohio	17	83
Oklahoma	18	82
Oregon	19	81
Pennsylvania	12	88
Rhode Island	14	86
South Carolina	18	82
South Dakota	18	82
Tennessee	14	86
Texas	20	80
Utah	28	72
Vermont	17	83
Virginia	16	84
Washington	24	76
West Virginia	17	83
Wisconsin	17	83
Wyoming	19	81

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers

Table 87. Approximately How Many Hours Per Week Is an Adult Aide or Volunteer Available to Give You Assistance in Your Work?

	NONE	UP TO 2 HOURS	2 TO 5 HOURS	MORE THAN 5 HOURS
ALL TEACHERS, 1990	61%	15%	10%	14%
Alabama	74	9	10	8
Alaska	62	13	10	15
Arizona	56	10	12	22
Arkansas	76	11	7	6
California	36	13	23	28
Colorado	58	19	12	12
Connecticut	59	15	12	13
Delaware	75	9	6	10
Florida	55	17	13	15
Georgia	59	9	9	23
Hawaii	72	12	6	10
Idaho	60	14	11	14
Illinois	66	12	11	11
Indiana	66	13	8	13
Iowa	61	18	11	10
Kansas	67	16	7	10
Kentucky	70	14	5	11
Louisiana	58	16	12	15
Maine	48	23	11	18
Maryland	64	17	7	12
Massachusetts	74	12	4	10
Michigan	63	16	10	11
Minnesota	55	22	13	10
Mississippi	63	6	6	26
Missouri	70	14	7	10
Montana	61	17	14	8
Nebraska	53	23	11	13
Nevada	70	12	8	9
New Hampshire	53	24	12	12
New Jersey	76	10	6	8
New Mexico	61	11	9	19
New York	69	12	8	11
North Carolina	53	14	5	29
North Dakota	68	16	7	9
Ohio	71	15	7	7
Oklahoma	73	15	5	6
Oregon	46	24	14	15
Pennsylvania	72	11	10	8
Rhode Island	67	17	5	12
South Carolina	59	15	9	17
South Dakota	64	17	9	9
Tennessee	53	14	19	15
Texas	64	18	7	10
Utah	52	24	13	11
Vermont	59	14	12	15
Virginia	59	22	8	12
Washington	52	21	13	14
West Virginia	73	14	4	10
Wisconsin	58	17	9	16
Wyoming	56	17	15	12

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 88. Please Rate the Quality of the Time for Meeting with Colleagues During School Hours at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	3%	12%	25%	33%	26%
ALL TEACHERS, 1987*	8	21	33	37	1
Alabama	3	8	19	31	40
Alaska	5	11	25	33	27
Arizona	3	14	25	36	22
Arkansas	4	9	27	29	31
California	2	10	25	37	25
Colorado	7	13	27	35	19
Connecticut	4	8	24	37	27
Delaware	2	13	25	35	25
Florida	5	19	32	27	17
Georgia	5	14	25	26	30
Hawaii	4	14	31	26	26
Idaho	2	10	23	38	28
Illinois	3	12	24	34	27
Indiana	3	11	24	35	26
Iowa	4	12	27	38	19
Kansas	2	12	26	34	26
Kentucky	2	9	19	30	41
Louisiana	4	8	23	27	38
Maine	3	11	16	36	35
Maryland	4	12	28	36	21
Massachusetts	3	13	21	33	30
Michigan	2	12	21	34	32
Minnesota	4	9	28	37	22
Mississippi	2	17	20	34	27
Missouri	4	9	26	35	26
Montana	4	13	24	32	27
Nebraska	2	14	23	35	26
Nevada	6	17	26	29	22
New Hampshire	3	13	27	30	27
New Jersey	4	12	26	34	24
New Mexico	3	11	22	28	36
New York	4	14	30	31	22
North Carolina	3	9	20	35	32
North Dakota	4	11	23	33	29
Ohio	2	9	23	37	29
Oklahoma	4	14	29	25	28
Oregon	3	10	27	38	23
Pennsylvania	3	11	22	36	28
Rhode Island	3	10	17	39	32
South Carolina	4	9	28	31	28
South Dakota	3	9	25	36	27
Tennessee	1	10	19	31	39
Texas	4	17	28	31	19
Utah	4	10	22	38	26
Vermont	3	13	23	37	24
Virginia	5	10	23	34	28
Washington	3	10	21	36	30
West Virginia	3	11	20	31	35
Wisconsin	4	12	22	38	23
Wyoming	4	15	28	30	23

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 89. Since 1983, Has There Been More, About the Same, or Less Political Interference in Education?

	MORE	SAME	LESS	DON'T KNOW
ALL TEACHERS, 1990	56%	28%	2%	14%
ALL TEACHERS, 1987*	49	31	3	17
Alabama	43	42	3	13
Alaska	40	48	1	10
Arizona	55	32	1	12
Arkansas	75	16	1	7
California	48	37	2	12
Colorado	60	28	2	10
Connecticut	53	35	1	11
Delaware	37	44	5	13
Florida	56	25	1	18
Georgia	72	19	2	8
Hawaii	43	46	2	9
Idaho	50	33	1	16
Illinois	63	21	2	13
Indiana	67	22	1	10
Iowa	61	25	2	13
Kansas	45	37	2	16
Kentucky	61	28	3	9
Louisiana	63	29	2	7
Maine	56	26	1	16
Maryland	50	32	1	17
Massachusetts	46	40	0	13
Michigan	50	34	2	14
Minnesota	58	27	2	13
Mississippi	61	28	2	9
Missouri	59	28	1	12
Montana	56	32	1	11
Nebraska	52	29	2	17
Nevada	51	36	1	11
New Hampshire	43	33	2	22
New Jersey	53	25	0	23
New Mexico	75	17	1	7
New York	42	30	1	27
North Carolina	51	34	2	13
North Dakota	54	31	3	12
Ohio	62	24	1	14
Oklahoma	75	19	1	6
Oregon	46	37	1	16
Pennsylvania	47	32	2	19
Rhode Island	49	40	2	9
South Carolina	60	25	2	12
South Dakota	57	26	1	15
Tennessee	59	31	1	9
Texas	78	14	1	7
Utah	61	29	1	8
Vermont	62	26	2	10
Virginia	48	32	3	18
Washington	64	26	2	9
West Virginia	66	27	1	6
Wisconsin	54	28	1	17
Wyoming	46	39	1	15

1990: full-time teachers who are 30 years old or older.

* In 1987 the question read, "The reform movement has also focussed on the regulatory and procedural aspects of education. How has political interference in education been affected by either state or district regulations?" The scale is a six-point scale and uses "increased" and "decreased."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 90. Since 1983, Has There Been More, About the Same, or Less State Regulation of the Local School?

	MORE	SAME	LESS	DON'T KNOW
ALL TEACHERS, 1990	60%	25%	2%	13%
ALL TEACHERS, 1987*	46	30	4	20
Alabama	32	48	2	17
Alaska	26	58	2	14
Arizona	50	29	2	19
Arkansas	79	12	1	8
California	55	28	4	12
Colorado	46	36	3	15
Connecticut	71	18	1	9
Delaware	28	55	4	12
Florida	58	21	2	19
Georgia	78	14	1	7
Hawaii	33	55	5	7
Idaho	49	33	1	16
Illinois	74	15	0	11
Indiana	71	18	0	10
Iowa	70	19	1	10
Kansas	37	45	2	17
Kentucky	61	28	1	9
Louisiana	62	30	2	6
Maine	67	19	3	11
Maryland	37	36	3	25
Massachusetts	37	45	1	17
Michigan	47	33	2	18
Minnesota	63	25	1	11
Mississippi	76	15	1	8
Missouri	62	22	1	14
Montana	51	34	3	12
Nebraska	48	34	3	15
Nevada	42	44	0	14
New Hampshire	46	34	2	18
New Jersey	64	19	1	17
New Mexico	70	19	1	10
New York	61	21	0	18
North Carolina	49	36	5	10
North Dakota	45	38	3	14
Ohio	66	19	1	13
Oklahoma	66	23	2	9
Oregon	49	32	3	16
Pennsylvania	46	31	1	23
Rhode Island	64	28	1	8
South Carolina	71	18	2	9
South Dakota	61	27	1	12
Tennessee	55	32	2	11
Texas	83	13	1	3
Utah	48	40	2	10
Vermont	74	17	1	8
Virginia	49	35	1	16
Washington	63	25	3	8
West Virginia	63	26	2	7
Wisconsin	66	20	0	14
Wyoming	34	52	1	13

1990: full-time teachers who are 30 years old or older

* In 1987 the question read, "The reform movement has also focussed on the regulatory and procedural aspects of education. How has overall state regulation of the local school been affected by either state or district regulations?" The scale is a six-point scale and uses "increased" and "decreased."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 91. How Would You Rate Support Services for Teaching at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	6%	35%	40%	19%
Alabama	5	29	40	25
Alaska	7	39	37	17
Arizona	6	34	34	26
Arkansas	5	34	39	23
California	8	30	38	24
Colorado	10	32	39	19
Connecticut	11	40	38	11
Delaware	2	31	46	21
Florida	7	35	40	19
Georgia	8	40	40	12
Hawaii	3	28	51	18
Idaho	2	37	42	18
Illinois	5	36	38	21
Indiana	4	36	42	18
Iowa	6	50	36	8
Kansas	8	50	34	7
Kentucky	6	29	42	23
Louisiana	4	25	48	23
Maine	7	33	42	18
Maryland	4	30	40	25
Massachusetts	4	37	39	20
Michigan	5	30	37	27
Minnesota	5	38	42	15
Mississippi	7	36	38	20
Missouri	8	34	42	16
Montana	4	40	39	17
Nebraska	11	45	31	13
Nevada	7	36	37	20
New Hampshire	7	38	40	15
New Jersey	5	33	45	17
New Mexico	4	29	44	23
New York	7	38	37	18
North Carolina	4	37	42	17
North Dakota	6	37	37	20
Ohio	5	35	44	15
Oklahoma	6	30	40	24
Oregon	4	43	36	17
Pennsylvania	6	36	42	17
Rhode Island	5	35	40	20
South Carolina	7	37	35	21
South Dakota	4	41	44	11
Tennessee	4	35	37	24
Texas	8	33	42	17
Utah	5	31	40	24
Vermont	6	41	40	13
Virginia	4	39	45	12
Washington	5	35	43	17
West Virginia	4	28	45	23
Wisconsin	6	36	43	15
Wyoming	9	49	32	10

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 92. How Would You Rate Counseling for Students at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	4%	26%	35%	35%
Alabama	5	16	32	46
Alaska	5	21	30	43
Arizona	2	13	29	56
Arkansas	8	40	35	17
California	2	16	29	53
Colorado	5	29	36	30
Connecticut	8	30	40	22
Delaware	2	29	37	32
Florida	5	27	39	29
Georgia	5	27	35	33
Hawaii	3	27	50	20
Idaho	4	24	36	36
Illinois	3	29	40	28
Indiana	3	25	31	41
Iowa	6	33	34	27
Kansas	6	25	35	34
Kentucky	5	21	30	44
Louisiana	3	19	27	51
Maine	4	30	35	31
Maryland	5	26	41	28
Massachusetts	6	36	31	27
Michigan	3	18	30	49
Minnesota	4	32	33	31
Mississippi	5	21	29	45
Missouri	6	27	36	30
Montana	4	23	36	38
Nebraska	7	35	29	30
Nevada	4	21	32	44
New Hampshire	5	30	37	27
New Jersey	4	28	35	33
New Mexico	3	22	32	43
New York	4	30	38	28
North Carolina	5	32	37	26
North Dakota	2	25	31	43
Ohio	4	24	38	33
Oklahoma	6	23	29	42
Oregon	4	28	34	34
Pennsylvania	7	28	38	28
Rhode Island	4	24	39	33
South Carolina	4	32	35	29
South Dakota	5	33	32	29
Tennessee	5	23	34	38
Texas	6	24	35	35
Utah	2	19	34	45
Vermont	6	35	34	25
Virginia	5	45	35	14
Washington	3	25	32	40
West Virginia	3	20	37	40
Wisconsin	4	29	39	28
Wyoming	6	35	32	26

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 93. How Have Counseling and Guidance Services in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	39%	39%	19%	4%
ALL TEACHERS, 1987	37	39	21	4
Alabama	40	47	10	4
Alaska	29	43	20	8
Arizona	25	34	37	4
Arkansas	76	18	4	2
California	18	44	33	5
Colorado	28	38	29	5
Connecticut	43	42	12	3
Delaware	51	35	13	2
Florida	37	41	17	5
Georgia	51	36	9	4
Hawaii	47	37	10	6
Idaho	37	39	18	6
Illinois	22	47	28	3
Indiana	42	40	15	3
Iowa	42	41	14	2
Kansas	47	33	16	4
Kentucky	42	43	11	5
Louisiana	31	43	20	7
Maine	60	30	7	4
Maryland	45	37	14	3
Massachusetts	24	43	29	3
Michigan	26	44	27	2
Minnesota	34	40	22	4
Mississippi	38	48	10	4
Missouri	39	43	14	4
Montana	33	37	27	3
Nebraska	45	39	12	3
Nevada	33	35	29	4
New Hampshire	45	34	18	4
New Jersey	43	40	13	4
New Mexico	35	38	23	4
New York	37	40	20	3
North Carolina	67	21	10	3
North Dakota	36	34	25	5
Ohio	36	38	22	4
Oklahoma	34	39	26	1
Oregon	34	37	25	4
Pennsylvania	38	40	19	3
Rhode Island	36	43	18	3
South Carolina	57	29	9	5
South Dakota	54	26	14	6
Tennessee	57	28	12	4
Texas	46	38	14	2
Utah	16	38	42	4
Vermont	57	26	13	4
Virginia	70	21	6	1
Washington	35	35	26	3
West Virginia	41	34	22	3
Wisconsin	47	34	15	5
Wyoming	36	36	24	3

1990: full-time teachers who are 30 years old or older.

Source: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 94. Since 1983, What Changes, If Any, Have Taken Place in Your School for Typical Class Size?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	33%	44%	19%	4%
Alabama	49	35	11	4
Alaska	12	50	30	8
Arizona	22	45	29	4
Arkansas	68	24	6	2
California	10	62	24	4
Colorado	27	47	22	4
Connecticut	37	44	16	2
Delaware	30	44	21	5
Florida	25	45	25	5
Georgia	52	31	14	3
Hawaii	40	47	10	3
Idaho	21	46	28	5
Illinois	23	48	24	5
Indiana	46	32	19	3
Iowa	19	51	28	2
Kansas	26	50	21	4
Kentucky	75	19	4	3
Louisiana	54	34	9	3
Maine	45	40	11	4
Maryland	31	43	23	3
Massachusetts	30	43	25	2
Michigan	29	49	18	4
Minnesota	19	42	36	2
Mississippi	39	49	8	4
Missouri	31	47	20	2
Montana	16	52	28	3
Nebraska	19	56	19	6
Nevada	19	44	33	4
New Hampshire	26	47	21	6
New Jersey	31	44	20	5
New Mexico	38	42	18	2
New York	26	51	18	5
North Carolina	47	38	10	6
North Dakota	22	53	22	2
Ohio	27	48	21	4
Oklahoma	34	42	20	3
Oregon	12	51	34	2
Pennsylvania	24	49	25	2
Rhode Island	52	35	9	4
South Carolina	43	40	12	5
South Dakota	20	53	22	5
Tennessee	32	51	13	4
Texas	65	24	6	5
Utah	6	40	50	4
Vermont	28	49	19	4
Virginia	31	48	15	6
Washington	28	44	25	3
West Virginia	50	34	13	3
Wisconsin	26	49	20	5
Wyoming	20	52	26	2

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 95. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Have Teachers Having Their Own Classrooms Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	25%	58%	12%	4%
ALL TEACHERS, 1987	28	54	15	3
Alabama	48	43	6	3
Alaska	23	62	8	7
Arizona	27	60	9	4
Arkansas	36	56	5	3
California	13	67	16	4
Colorado	22	62	10	6
Connecticut	20	61	17	3
Delaware	26	59	11	4
Florida	29	49	16	6
Georgia	43	44	9	5
Hawaii	27	54	15	4
Idaho	22	59	12	7
Illinois	16	69	10	5
Indiana	26	56	12	6
Iowa	14	70	13	2
Kansas	23	64	10	3
Kentucky	35	55	6	4
Louisiana	49	44	3	4
Maine	22	60	12	6
Maryland	26	60	10	4
Massachusetts	20	62	16	2
Michigan	18	67	12	4
Minnesota	16	68	14	2
Mississippi	45	47	4	4
Missouri	29	58	9	4
Montana	20	69	8	3
Nebraska	22	63	13	2
Nevada	19	59	20	2
New Hampshire	21	62	13	5
New Jersey	22	58	16	4
New Mexico	29	63	5	3
New York	16	58	23	3
North Carolina	38	45	11	6
North Dakota	25	67	5	3
Ohio	22	64	11	3
Oklahoma	32	59	6	3
Oregon	13	67	15	5
Pennsylvania	23	61	12	3
Rhode Island	25	59	12	3
South Carolina	43	40	12	6
South Dakota	17	69	8	6
Tennessee	38	54	4	4
Texas	35	48	10	6
Utah	16	67	13	4
Vermont	29	55	13	3
Virginia	34	52	10	4
Washington	14	69	13	4
West Virginia	35	51	11	3
Wisconsin	19	64	12	4
Wyoming	23	68	6	3

1990: full-time teachers who are 30 years old or older

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers

Table 96. How Has Elimination of Classroom Distractions (P.A. Systems, etc.) in Your School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	24%	56%	16%	4%
ALL TEACHERS, 1987	27	50	21	2
Alabama	24	58	14	4
Alaska	23	55	14	9
Arizona	19	57	16	9
Arkansas	24	57	13	6
California	27	56	13	4
Colorado	22	55	17	6
Connecticut	23	61	12	4
Delaware	20	55	22	3
Florida	22	52	23	4
Georgia	29	53	12	6
Hawaii	23	55	8	13
Idaho	20	59	13	9
Illinois	17	64	14	4
Indiana	18	61	18	3
Iowa	21	62	12	5
Kansas	23	59	13	5
Kentucky	27	57	15	1
Louisiana	24	54	18	3
Maine	19	59	16	6
Maryland	25	54	18	3
Massachusetts	21	60	16	3
Michigan	16	61	19	5
Minnesota	17	61	18	5
Mississippi	46	44	7	3
Missouri	20	61	14	5
Montana	20	62	9	9
Nebraska	18	62	11	8
Nevada	22	53	23	3
New Hampshire	22	56	16	6
New Jersey	21	59	16	4
New Mexico	22	58	15	4
New York	19	57	21	3
North Carolina	29	51	18	3
North Dakota	18	66	13	3
Ohio	16	56	22	6
Oklahoma	21	59	16	4
Oregon	19	58	15	8
Pennsylvania	21	59	17	3
Rhode Island	16	61	19	4
South Carolina	53	33	11	3
South Dakota	17	63	11	9
Tennessee	29	51	16	4
Texas	44	42	10	4
Utah	16	63	17	3
Vermont	23	59	12	6
Virginia	33	52	11	4
Washington	20	53	19	9
West Virginia	25	55	17	3
Wisconsin	17	61	16	6
Wyoming	28	52	15	5

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 97. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Freedom from Nonteaching Duties (Hall, Cafeteria, etc.) Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	21%	54%	23%	2%
ALL TEACHERS, 1987	21	48	30	1
Alabama	12	63	24	1
Alaska	17	60	18	5
Arizona	21	47	30	2
Arkansas	13	57	28	1
California	25	54	19	2
Colorado	18	56	23	3
Connecticut	16	62	20	1
Delaware	10	55	34	1
Florida	25	49	24	2
Georgia	16	54	28	1
Hawaii	26	61	12	2
Idaho	28	49	20	3
Illinois	16	61	22	1
Indiana	19	56	24	2
Iowa	9	57	33	1
Kansas	28	46	24	2
Kentucky	52	37	10	0
Louisiana	7	68	24	1
Maine	13	65	21	1
Maryland	17	57	26	1
Massachusetts	11	63	25	1
Michigan	26	56	14	3
Minnesota	15	57	27	1
Mississippi	10	65	25	1
Missouri	11	59	29	1
Montana	19	57	23	1
Nebraska	18	54	26	1
Nevada	27	49	23	1
New Hampshire	17	53	28	2
New Jersey	16	57	24	4
New Mexico	55	30	15	0
New York	19	59	19	3
North Carolina	18	55	26	1
North Dakota	25	53	21	2
Ohio	12	54	30	3
Oklahoma	8	62	30	0
Oregon	21	52	26	1
Pennsylvania	12	60	26	1
Rhode Island	21	64	14	2
South Carolina	12	50	36	2
South Dakota	20	51	25	4
Tennessee	50	35	16	0
Texas	39	38	23	1
Utah	22	57	18	3
Vermont	25	48	25	2
Virginia	32	47	21	1
Washington	30	53	15	1
West Virginia	16	54	29	1
Wisconsin	12	52	32	4
Wyoming	10	57	31	2

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 98. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Time to Meet with Other Teachers Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	17%	62%	19%	2%
ALL TEACHERS, 1987	19	49	31	1
Alabama	15	67	16	2
Alaska	18	62	17	3
Arizona	13	65	20	2
Arkansas	14	70	13	2
California	20	60	17	2
Colorado	18	54	24	3
Connecticut	21	65	13	1
Delaware	14	65	20	1
Florida	17	62	19	2
Georgia	23	55	20	2
Hawaii	18	66	12	4
Idaho	8	71	17	4
Illinois	14	64	21	1
Indiana	11	67	20	2
Iowa	15	62	22	1
Kansas	19	64	16	2
Kentucky	15	67	17	1
Louisiana	15	68	14	2
Maine	29	54	15	2
Maryland	21	62	16	1
Massachusetts	15	63	22	1
Michigan	11	70	17	2
Minnesota	14	61	25	1
Mississippi	29	60	10	1
Missouri	15	68	17	1
Montana	12	71	15	1
Nebraska	16	61	20	2
Nevada	15	68	13	3
New Hampshire	17	64	16	4
New Jersey	18	66	14	2
New Mexico	16	60	23	1
New York	24	57	18	1
North Carolina	19	60	19	1
North Dakota	17	64	17	2
Ohio	10	67	20	3
Oklahoma	17	67	16	1
Oregon	16	59	23	1
Pennsylvania	18	61	20	1
Rhode Island	20	67	12	2
South Carolina	23	55	19	3
South Dakota	15	65	15	5
Tennessee	13	69	17	2
Texas	17	60	21	3
Utah	15	62	20	3
Vermont	28	46	23	3
Virginia	18	65	16	1
Washington	17	59	23	2
West Virginia	9	68	22	1
Wisconsin	17	57	22	4
Wyoming	13	63	23	1

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 99. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has the Daily Teaching Load Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	17%	58%	23%	2%
ALL TEACHERS, 1987	15	53	31	1
Alabama	32	51	14	3
Alaska	9	66	22	4
Arizona	11	58	28	3
Arkansas	29	50	20	1
California	11	58	29	2
Colorado	16	60	22	2
Connecticut	18	63	18	0
Delaware	14	61	24	2
Florida	19	51	28	2
Georgia	28	46	22	4
Hawaii	18	61	15	6
Idaho	11	60	25	4
Illinois	11	67	21	0
Indiana	17	54	27	1
Iowa	10	58	30	2
Kansas	10	63	26	1
Kentucky	25	59	14	1
Louisiana	25	57	15	2
Maine	21	63	14	2
Maryland	15	61	22	2
Massachusetts	13	67	19	1
Michigan	16	57	25	2
Minnesota	8	59	31	1
Mississippi	27	59	13	1
Missouri	14	60	24	2
Montana	9	66	23	1
Nebraska	16	59	24	1
Nevada	13	55	31	2
New Hampshire	16	54	27	2
New Jersey	16	65	17	2
New Mexico	20	51	26	2
New York	14	63	22	2
North Carolina	33	52	15	0
North Dakota	11	61	27	1
Ohio	12	57	30	1
Oklahoma	16	62	19	2
Oregon	8	57	32	3
Pennsylvania	10	60	29	1
Rhode Island	19	65	14	2
South Carolina	29	51	18	2
South Dakota	8	61	26	5
Tennessee	22	59	18	1
Texas	25	53	21	1
Utah	6	41	51	2
Vermont	18	63	17	3
Virginia	20	57	21	2
Washington	15	54	29	3
West Virginia	21	57	20	2
Wisconsin	10	61	26	2
Wyoming	12	59	28	2

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 100. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Daily Preparation Time Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	15%	67%	17%	1%
ALL TEACHERS, 1987	16	57	26	1
Alabama	23	62	13	2
Alaska	13	69	15	3
Arizona	7	66	25	2
Arkansas	15	68	15	2
California	14	65	18	2
Colorado	15	67	16	3
Connecticut	16	71	13	0
Delaware	11	72	16	0
Florida	16	58	25	1
Georgia	21	57	20	2
Hawaii	12	80	6	2
Idaho	15	66	16	3
Illinois	11	69	20	0
Indiana	10	69	20	1
Iowa	7	64	28	0
Kansas	21	63	16	1
Kentucky	18	69	13	1
Louisiana	21	63	15	2
Maine	15	68	15	1
Maryland	14	65	19	1
Massachusetts	14	71	15	0
Michigan	9	74	15	2
Minnesota	17	62	20	1
Mississippi	23	66	11	1
Missouri	16	70	13	1
Montana	12	72	16	1
Nebraska	19	62	18	1
Nevada	29	56	14	1
New Hampshire	19	59	20	2
New Jersey	14	73	11	1
New Mexico	10	63	25	2
New York	16	71	12	0
North Carolina	22	61	17	0
North Dakota	12	68	19	1
Ohio	6	73	19	1
Oklahoma	13	72	14	0
Oregon	12	65	21	1
Pennsylvania	8	73	19	1
Rhode Island	19	69	10	2
South Carolina	18	65	14	2
South Dakota	10	62	24	4
Tennessee	26	59	15	1
Texas	18	65	16	1
Utah	14	66	19	2
Vermont	19	60	18	2
Virginia	16	67	16	1
Washington	16	65	17	2
West Virginia	20	61	19	0
Wisconsin	9	61	28	2
Wyoming	8	68	22	2

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 101. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Study Space for Teachers Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	8%	72%	16%	3%
ALL TEACHERS, 1987	10	62	25	3
Alabama	10	74	12	4
Alaska	10	73	12	5
Arizona	7	76	14	2
Arkansas	9	78	9	4
California	6	71	19	4
Colorado	10	74	11	5
Connecticut	6	74	17	3
Delaware	5	74	18	3
Florida	11	68	17	3
Georgia	11	69	17	3
Hawaii	6	74	14	6
Idaho	5	76	11	7
Illinois	3	79	14	3
Indiana	11	69	17	3
Iowa	6	78	13	3
Kansas	7	75	15	3
Kentucky	9	77	11	3
Louisiana	10	75	11	4
Maine	7	73	15	5
Maryland	10	72	14	4
Massachusetts	9	70	20	1
Michigan	4	76	15	5
Minnesota	9	69	19	3
Mississippi	10	76	12	2
Missouri	9	72	17	3
Montana	6	82	10	1
Nebraska	10	73	14	3
Nevada	9	69	19	3
New Hampshire	7	66	22	4
New Jersey	8	73	16	3
New Mexico	5	74	17	4
New York	10	65	23	2
North Carolina	11	71	17	1
North Dakota	10	78	9	2
Ohio	8	71	17	3
Oklahoma	9	74	13	4
Oregon	6	75	15	4
Pennsylvania	6	73	20	2
Rhode Island	7	71	20	2
South Carolina	13	68	14	4
South Dakota	6	72	16	6
Tennessee	9	73	15	4
Texas	11	72	11	6
Utah	7	74	16	3
Vermont	8	68	22	2
Virginia	10	69	17	4
Washington	10	72	15	4
West Virginia	8	70	18	4
Wisconsin	8	65	21	6
Wyoming	12	76	10	2

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 102. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Elimination of Bureaucratic Paperwork Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	6%	52%	40%	2%
ALL TEACHERS, 1987	8	39	51	1
Alabama	9	58	32	1
Alaska	3	61	29	8
Arizona	5	45	47	3
Arkansas	5	42	53	1
California	8	51	37	3
Colorado	4	61	31	4
Connecticut	6	53	41	1
Delaware	4	58	36	2
Florida	5	47	45	3
Georgia	6	37	56	2
Hawaii	5	60	31	4
Idaho	5	61	26	8
Illinois	9	60	30	1
Indiana	8	52	36	4
Iowa	2	50	47	1
Kansas	5	55	37	3
Kentucky	10	52	37	1
Louisiana	7	58	33	3
Maine	5	60	32	4
Maryland	5	57	37	1
Massachusetts	4	63	29	3
Michigan	5	63	28	4
Minnesota	3	51	44	2
Mississippi	12	51	37	1
Missouri	4	49	45	1
Montana	4	62	30	4
Nebraska	7	54	37	2
Nevada	5	51	42	2
New Hampshire	6	58	33	2
New Jersey	3	57	38	2
New Mexico	3	51	45	1
New York	5	55	39	1
North Carolina	7	50	42	1
North Dakota	7	65	22	6
Ohio	5	48	45	2
Oklahoma	4	51	43	2
Oregon	3	50	45	2
Pennsylvania	6	58	34	2
Rhode Island	11	62	25	2
South Carolina	8	44	46	2
South Dakota	5	56	34	5
Tennessee	15	51	33	1
Texas	5	42	52	1
Utah	5	55	35	5
Vermont	6	47	45	2
Virginia	4	56	39	1
Washington	4	53	40	3
West Virginia	7	47	45	1
Wisconsin	5	52	39	4
Wyoming	5	51	42	2

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

5

Working Conditions: Buildings and Materials

Table 103. How Have Fiscal Resources Available to the School Changed Since the Reform Movement Began in 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	30%	26%	32%	12%
ALL TEACHERS, 1987	31	26	35	8
Alabama	53	26	11	10
Alaska	17	24	50	9
Arizona	19	23	48	10
Arkansas	32	29	30	10
California	31	22	35	12
Colorado	17	22	53	8
Connecticut	42	28	23	7
Delaware	40	22	31	7
Florida	38	24	24	14
Georgia	57	16	13	14
Hawaii	57	22	10	11
Idaho	29	32	29	10
Illinois	21	30	38	10
Indiana	33	23	28	16
Iowa	37	29	25	9
Kansas	23	29	36	13
Kentucky	37	32	19	12
Louisiana	27	29	31	13
Maine	36	33	21	9
Maryland	34	30	26	11
Massachusetts	16	15	66	3
Michigan	19	28	42	11
Minnesota	20	24	47	9
Mississippi	38	36	13	14
Missouri	28	26	35	11
Montana	13	19	61	7
Nebraska	19	31	39	10
Nevada	27	27	35	11
New Hampshire	23	22	47	9
New Jersey	27	29	31	13
New Mexico	14	32	46	9
New York	31	29	27	13
North Carolina	51	22	16	11
North Dakota	11	16	69	5
Ohio	21	28	37	13
Oklahoma	21	25	48	6
Oregon	12	30	50	8
Pennsylvania	31	28	26	15
Rhode Island	32	31	30	8
South Carolina	63	17	9	11
South Dakota	16	24	48	12
Tennessee	32	31	26	11
Texas	29	26	32	13
Utah	16	28	47	9
Vermont	26	24	41	10
Virginia	43	24	19	14
Washington	19	23	51	6
West Virginia	17	26	50	7
Wisconsin	21	35	26	18
Wyoming	14	15	67	5

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 104. During This School Year, How Much of Your Own Money Have You Spent for Supplies and Other Items Used in Support of Your Teaching Activities?

	NONE	LESS THAN $100	$100 TO $199	$200 TO $499	$500 TO $999	$1000 OR MORE
ALL TEACHERS, 1990	4%	28%	24%	30%	10%	4%
Alabama	5	35	25	27	5	2
Alaska	2	10	15	39	17	16
Arizona	1	19	20	33	17	10
Arkansas	4	32	23	34	7	1
California	2	14	19	38	17	10
Colorado	4	23	23	33	11	6
Connecticut	5	27	21	35	8	4
Delaware	5	32	25	29	6	4
Florida	3	29	30	27	7	4
Georgia	5	35	27	24	8	1
Hawaii	2	25	24	36	9	5
Idaho	3	22	22	37	12	4
Illinois	2	26	22	34	12	4
Indiana	3	30	26	30	8	3
Iowa	6	34	26	25	5	3
Kansas	4	35	23	30	4	3
Kentucky	3	36	30	24	5	1
Louisiana	2	34	26	28	7	3
Maine	4	26	28	28	10	3
Maryland	2	30	25	31	8	4
Massachusetts	3	28	27	27	13	3
Michigan	2	20	23	36	14	4
Minnesota	5	30	26	30	5	4
Mississippi	2	37	27	27	5	2
Missouri	4	34	26	26	8	1
Montana	4	28	23	28	11	6
Nebraska	4	32	22	32	7	3
Nevada	1	17	15	36	22	9
New Hampshire	3	26	28	31	9	4
New Jersey	8	35	22	26	7	2
New Mexico	3	26	24	30	11	6
New York	3	28	24	27	11	6
North Carolina	4	35	22	31	7	1
North Dakota	4	27	29	31	7	3
Ohio	3	30	27	29	8	3
Oklahoma	4	22	27	32	12	2
Oregon	2	30	24	28	11	4
Pennsylvania	9	38	24	22	5	2
Rhode Island	4	24	25	31	13	3
South Carolina	2	36	26	28	6	2
South Dakota	3	28	28	32	8	2
Tennessee	3	33	27	29	5	3
Texas	4	26	24	31	11	5
Utah	3	21	22	33	16	4
Vermont	5	27	26	27	12	3
Virginia	3	33	27	29	7	1
Washington	3	19	26	34	11	6
West Virginia	4	33	25	30	5	2
Wisconsin	2	35	24	28	7	4
Wyoming	6	25	28	27	12	3

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 105. During This School Year, How Much of Your Own Money Have You Spent for Supplies and Other Items Used in Support of Your Teaching Activities? (Elementary Teachers)

	NONE	LESS THAN $100	$100 TO $199	$200 TO $499	$500 TO $999	$1000 OR MORE
ALL TEACHERS, 1990	2%	24%	24%	35%	11%	5%
Alabama	3	31	29	32	3	3
Alaska	1	9	13	38	22	18
Arizona	1	18	18	35	18	11
Arkansas	1	27	24	37	10	1
California	1	10	17	42	18	12
Colorado	1	20	24	36	13	6
Connecticut	1	24	21	40	10	4
Delaware	4	27	27	32	5	4
Florida	1	24	29	34	8	5
Georgia	2	34	30	25	9	1
Hawaii	0	24	25	38	10	2
Idaho	1	17	21	41	16	4
Illinois	0	23	20	39	14	4
Indiana	1	23	24	38	10	4
Iowa	4	30	29	30	4	3
Kansas	0	33	22	36	5	4
Kentucky	3	32	34	24	5	2
Louisiana	1	35	26	29	6	3
Maine	3	22	28	32	12	3
Maryland	0	25	28	36	7	4
Massachusetts	2	13	30	38	14	3
Michigan	1	14	23	42	15	4
Minnesota	2	27	26	34	6	5
Mississippi	2	35	25	31	6	1
Missouri	1	28	26	34	9	1
Montana	3	28	23	28	12	7
Nebraska	2	27	22	39	7	3
Nevada	0	10	11	39	29	11
New Hampshire	1	23	28	35	10	3
New Jersey	7	36	21	27	8	2
New Mexico	3	21	24	35	11	7
New York	1	23	26	33	9	7
North Carolina	3	30	23	33	10	2
North Dakota	2	23	28	35	8	3
Ohio	1	25	26	35	11	2
Oklahoma	3	16	23	41	15	3
Oregon	1	24	25	31	13	6
Pennsylvania	2	37	27	27	6	1
Rhode Island	1	17	27	36	16	2
South Carolina	1	36	25	31	6	2
South Dakota	1	22	26	38	10	2
Tennessee	2	30	27	33	5	4
Texas	1	23	22	37	11	6
Utah	0	16	23	36	20	5
Vermont	1	24	25	33	14	3
Virginia	1	31	27	32	8	1
Washington	0	17	25	38	14	6
West Virginia	2	30	25	35	5	2
Wisconsin	0	32	25	33	7	4
Wyoming	1	19	30	34	13	2

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 106. During This School Year, How Much of Your Own Money Have You Spent for Supplies and Other Items Used in Support of Your Teaching Activities? (Secondary Teachers)

	NONE	LESS THAN $100	$100 TO $199	$200 TO $499	$500 TO $999	$1000 OR MORE
ALL TEACHERS, 1990	7%	34%	25%	23%	8%	3%
Alabama	8	40	21	22	8	2
Alaska	4	11	17	41	13	15
Arizona	2	23	26	28	15	6
Arkansas	6	37	21	30	4	1
California	5	25	24	28	13	5
Colorado	6	26	23	29	10	6
Connecticut	11	33	21	27	6	3
Delaware	6	36	23	26	6	4
Florida	6	35	30	18	7	3
Georgia	9	38	22	22	7	2
Hawaii	4	25	22	34	7	8
Idaho	6	28	23	32	9	3
Illinois	7	34	25	24	7	3
Indiana	5	37	28	21	6	2
Iowa	9	38	23	20	6	3
Kansas	11	38	24	22	3	2
Kentucky	5	44	21	24	6	0
Louisiana	3	30	26	27	10	3
Maine	8	35	29	19	6	3
Maryland	4	36	22	25	9	4
Massachusetts	4	37	26	20	11	2
Michigan	4	31	24	26	11	4
Minnesota	8	34	25	25	5	4
Mississippi	2	40	30	21	4	3
Missouri	6	40	26	19	7	2
Montana	7	28	24	28	8	6
Nebraska	6	39	22	24	6	2
Nevada	3	24	20	33	13	7
New Hampshire	5	32	29	22	6	5
New Jersey	9	33	23	26	6	3
New Mexico	4	39	23	19	10	5
New York	5	33	21	22	12	6
North Carolina	5	42	21	28	3	1
North Dakota	7	33	31	22	7	1
Ohio	6	37	27	22	6	3
Oklahoma	6	29	32	22	8	2
Oregon	4	39	24	23	8	1
Pennsylvania	15	39	21	18	5	2
Rhode Island	7	33	23	26	9	3
South Carolina	5	34	27	24	6	3
South Dakota	6	39	32	19	4	1
Tennessee	5	39	28	22	4	2
Texas	7	30	25	24	10	4
Utah	8	32	20	27	10	3
Vermont	8	30	27	22	10	3
Virginia	5	35	26	24	7	2
Washington	7	22	27	30	8	7
West Virginia	7	38	26	22	5	2
Wisconsin	5	39	24	21	6	5
Wyoming	9	29	26	21	10	3

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 107. How Would You Rate Lighting at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	16%	54%	24%	6%
ALL TEACHERS, 1987	31	47	18	4
Alabama	18	49	27	6
Alaska	20	50	23	7
Arizona	18	52	25	5
Arkansas	17	52	25	6
California	8	50	32	10
Colorado	18	53	25	3
Connecticut	14	52	29	6
Delaware	10	55	30	5
Florida	15	53	26	6
Georgia	17	54	25	4
Hawaii	13	55	29	3
Idaho	13	58	24	5
Illinois	17	58	20	5
Indiana	19	58	20	3
Iowa	22	57	20	2
Kansas	20	63	15	3
Kentucky	19	53	23	5
Louisiana	16	50	28	6
Maine	16	54	26	4
Maryland	12	57	26	4
Massachusetts	16	51	27	6
Michigan	14	55	26	4
Minnesota	18	56	22	3
Mississippi	17	51	26	6
Missouri	15	59	21	5
Montana	20	55	20	5
Nebraska	24	58	14	3
Nevada	18	50	26	6
New Hampshire	11	55	27	6
New Jersey	14	59	19	7
New Mexico	13	50	30	7
New York	13	56	23	8
North Carolina	16	53	23	7
North Dakota	27	50	20	3
Ohio	16	53	26	5
Oklahoma	20	56	20	4
Oregon	14	60	21	5
Pennsylvania	17	54	24	5
Rhode Island	8	44	37	11
South Carolina	24	53	19	4
South Dakota	14	64	19	3
Tennessee	13	54	25	9
Texas	22	55	19	4
Utah	23	54	21	3
Vermont	15	53	27	5
Virginia	14	55	25	5
Washington	15	48	31	6
West Virginia	14	52	30	5
Wisconsin	21	54	22	3
Wyoming	29	56	14	1

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 108. How Would You Rate Cleanliness at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	16%	41%	31%	12%
ALL TEACHERS, 1987	25	38	25	12
Alabama	15	36	33	16
Alaska	25	47	21	7
Arizona	15	48	26	11
Arkansas	12	40	34	13
California	8	39	36	17
Colorado	21	46	27	6
Connecticut	14	37	36	13
Delaware	13	40	36	11
Florida	14	40	30	15
Georgia	15	47	29	9
Hawaii	12	43	39	6
Idaho	16	50	26	8
Illinois	21	37	29	14
Indiana	19	47	27	7
Iowa	21	46	27	7
Kansas	22	51	22	5
Kentucky	19	37	31	12
Louisiana	12	38	36	14
Maine	18	43	30	9
Maryland	15	47	26	12
Massachusetts	14	35	35	17
Michigan	13	38	36	12
Minnesota	20	43	30	7
Mississippi	12	40	33	15
Missouri	17	47	25	10
Montana	18	47	26	9
Nebraska	25	44	23	8
Nevada	22	40	28	9
New Hampshire	16	38	35	12
New Jersey	13	42	31	14
New Mexico	13	37	38	12
New York	12	42	33	13
North Carolina	15	40	33	12
North Dakota	24	43	27	7
Ohio	18	36	35	11
Oklahoma	18	40	30	11
Oregon	19	45	27	9
Pennsylvania	12	47	29	12
Rhode Island	12	31	36	20
South Carolina	19	41	28	13
South Dakota	16	49	27	8
Tennessee	14	37	35	14
Texas	21	43	28	8
Utah	27	46	21	5
Vermont	18	38	34	9
Virginia	14	44	31	12
Washington	19	45	28	9
West Virginia	11	39	34	16
Wisconsin	23	43	24	10
Wyoming	35	46	15	3

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 109. How Would You Rate the Condition of the Physical Plant of Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	13%	42%	32%	13%
ALL TEACHERS, 1987	22	42	25	11
Alabama	14	39	34	13
Alaska	20	41	30	9
Arizona	20	36	33	11
Arkansas	16	41	30	13
California	5	37	40	18
Colorado	15	45	28	12
Connecticut	11	43	31	16
Delaware	6	42	38	14
Florida	13	42	33	12
Georgia	16	46	29	9
Hawaii	8	43	38	12
Idaho	10	40	35	15
Illinois	15	45	31	9
Indiana	19	48	24	9
Iowa	18	46	28	8
Kansas	15	48	29	8
Kentucky	17	41	32	10
Louisiana	9	40	33	18
Maine	12	43	30	15
Maryland	14	41	34	12
Massachusetts	15	39	31	15
Michigan	10	41	36	13
Minnesota	17	45	27	11
Mississippi	11	40	32	16
Missouri	15	45	27	13
Montana	16	47	28	9
Nebraska	19	47	24	10
Nevada	21	32	35	12
New Hampshire	14	39	33	13
New Jersey	10	44	34	13
New Mexico	9	40	40	11
New York	10	46	30	14
North Carolina	13	45	28	14
North Dakota	21	50	21	7
Ohio	10	43	36	11
Oklahoma	15	41	31	13
Oregon	9	39	38	14
Pennsylvania	13	46	26	14
Rhode Island	8	34	34	24
South Carolina	18	44	27	11
South Dakota	14	43	32	10
Tennessee	12	41	31	16
Texas	20	41	30	9
Utah	21	43	29	8
Vermont	15	38	33	15
Virginia	13	42	31	14
Washington	14	35	34	17
West Virginia	13	39	32	16
Wisconsin	19	43	28	10
Wyoming	26	46	23	6

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 110. How Would You Rate the Heating at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	11%	43%	31%	15%
ALL TEACHERS, 1987	21	39	27	14
Alabama	15	40	31	13
Alaska	14	44	28	13
Arizona	14	51	26	9
Arkansas	17	51	23	9
California	11	39	32	18
Colorado	10	37	36	18
Connecticut	9	34	36	21
Delaware	6	34	40	20
Florida	15	46	27	12
Georgia	13	46	31	10
Hawaii	17	49	25	9
Idaho	8	45	32	15
Illinois	9	45	31	15
Indiana	10	43	34	13
Iowa	13	49	29	9
Kansas	12	47	30	12
Kentucky	15	41	30	15
Louisiana	14	47	26	13
Maine	11	49	29	12
Maryland	5	35	36	24
Massachusetts	9	31	32	28
Michigan	9	43	32	16
Minnesota	14	43	30	13
Mississippi	20	49	24	7
Missouri	10	43	34	14
Montana	15	49	28	9
Nebraska	14	45	29	12
Nevada	12	38	33	17
New Hampshire	8	37	39	16
New Jersey	8	45	35	12
New Mexico	9	40	34	17
New York	9	48	30	14
North Carolina	9	43	34	13
North Dakota	21	43	28	8
Ohio	7	40	38	15
Oklahoma	19	44	26	11
Oregon	8	45	33	14
Pennsylvania	7	41	32	20
Rhode Island	5	27	41	26
South Carolina	18	46	25	11
South Dakota	10	48	29	13
Tennessee	11	42	33	14
Texas	17	46	26	11
Utah	13	43	30	14
Vermont	9	40	35	16
Virginia	7	45	33	14
Washington	9	32	40	19
West Virginia	8	37	33	21
Wisconsin	15	43	31	11
Wyoming	17	45	28	11

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 111. How Would You Rate Security at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	10%	40%	32%	18%
ALL TEACHERS, 1987	22	39	25	14
Alabama	10	29	35	25
Alaska	19	41	27	13
Arizona	12	42	26	19
Arkansas	12	35	30	22
California	4	37	36	23
Colorado	10	43	34	14
Connecticut	12	42	31	15
Delaware	7	37	39	18
Florida	9	36	34	20
Georgia	9	39	35	17
Hawaii	5	35	42	18
Idaho	6	41	37	15
Illinois	11	45	30	15
Indiana	13	36	37	14
Iowa	18	47	24	12
Kansas	12	47	26	15
Kentucky	13	37	35	15
Louisiana	9	34	34	23
Maine	10	48	31	11
Maryland	10	42	32	16
Massachusetts	12	36	30	21
Michigan	13	45	28	15
Minnesota	12	43	32	14
Mississippi	6	36	29	29
Missouri	9	44	29	18
Montana	14	45	29	13
Nebraska	15	43	27	15
Nevada	11	37	33	19
New Hampshire	7	42	34	18
New Jersey	8	38	40	13
New Mexico	10	36	34	20
New York	7	44	36	13
North Carolina	8	43	26	23
North Dakota	17	44	28	11
Ohio	8	34	42	16
Oklahoma	13	41	31	15
Oregon	9	43	38	11
Pennsylvania	9	46	27	18
Rhode Island	5	37	35	23
South Carolina	12	40	31	17
South Dakota	14	43	28	15
Tennessee	7	37	35	21
Texas	12	39	28	21
Utah	19	44	26	10
Vermont	10	44	30	16
Virginia	12	35	34	19
Washington	14	42	31	13
West Virginia	8	35	32	25
Wisconsin	14	42	30	15
Wyoming	22	44	23	10

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 112. How Would You Rate the Aesthetic Qualities of Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	9%	37%	36%	18%
ALL TEACHERS, 1987	16	39	31	14
Alabama	8	34	38	20
Alaska	18	32	34	15
Arizona	14	32	35	19
Arkansas	8	37	32	23
California	6	27	44	23
Colorado	12	36	36	15
Connecticut	9	37	35	19
Delaware	5	36	40	19
Florida	9	39	34	18
Georgia	9	43	32	16
Hawaii	10	40	39	11
Idaho	7	37	36	19
Illinois	10	41	33	17
Indiana	13	42	33	11
Iowa	10	40	36	14
Kansas	11	44	35	11
Kentucky	13	35	38	14
Louisiana	9	32	39	21
Maine	10	38	32	20
Maryland	6	46	31	16
Massachusetts	12	32	34	22
Michigan	8	36	38	18
Minnesota	8	39	36	17
Mississippi	9	33	37	22
Missouri	7	38	38	16
Montana	12	38	37	14
Nebraska	13	43	33	11
Nevada	15	32	34	18
New Hampshire	7	34	40	20
New Jersey	7	35	41	17
New Mexico	10	35	37	19
New York	7	39	34	20
North Carolina	10	39	36	16
North Dakota	15	42	35	7
Ohio	7	34	39	19
Oklahoma	10	36	37	17
Oregon	8	34	41	18
Pennsylvania	8	45	29	18
Rhode Island	6	28	36	30
South Carolina	13	42	28	17
South Dakota	7	43	33	17
Tennessee	10	35	35	20
Texas	14	36	34	16
Utah	15	40	33	12
Vermont	10	31	39	20
Virginia	10	39	38	13
Washington	14	30	36	20
West Virginia	9	34	36	21
Wisconsin	15	34	36	15
Wyoming	18	46	26	10

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 113. How Would You Rate the Cooling at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	8%	25%	26%	42%
ALL TEACHERS, 1987	14	25	25	36
Alabama	14	41	30	14
Alaska	16	43	25	16
Arizona	10	44	23	23
Arkansas	19	40	23	19
California	8	25	24	43
Colorado	4	18	28	49
Connecticut	4	8	28	60
Delaware	2	10	21	67
Florida	15	39	29	16
Georgia	13	44	27	16
Hawaii	6	25	34	36
Idaho	6	21	21	52
Illinois	4	17	23	56
Indiana	6	19	22	52
Iowa	5	17	24	54
Kansas	9	23	19	49
Kentucky	11	32	23	33
Louisiana	14	41	22	22
Maine	3	27	36	34
Maryland	4	23	29	44
Massachusetts	2	11	32	55
Michigan	3	14	26	57
Minnesota	5	14	31	50
Mississippi	19	36	13	32
Missouri	4	17	19	60
Montana	6	25	30	39
Nebraska	7	20	24	49
Nevada	9	32	29	29
New Hampshire	2	16	28	54
New Jersey	2	13	24	61
New Mexico	6	30	31	33
New York	3	14	26	57
North Carolina	8	28	25	39
North Dakota	9	21	30	40
Ohio	2	11	17	70
Oklahoma	19	40	22	19
Oregon	3	20	29	48
Pennsylvania	1	18	29	52
Rhode Island	1	7	26	66
South Carolina	18	45	27	9
South Dakota	2	13	24	61
Tennessee	10	34	28	28
Texas	15	42	31	12
Utah	8	17	21	54
Vermont	5	20	37	39
Virginia	6	25	23	46
Washington	7	17	30	46
West Virginia	6	20	20	53
Wisconsin	5	20	27	49
Wyoming	12	29	29	31

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 114. How Would You Rate the Available Space at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	6%	27%	33%	35%
ALL TEACHERS, 1987	13	32	32	23
Alabama	5	31	31	32
Alaska	10	30	35	25
Arizona	7	29	35	28
Arkansas	3	31	38	28
California	3	21	33	43
Colorado	7	28	39	26
Connecticut	4	26	33	37
Delaware	3	30	35	32
Florida	7	24	33	36
Georgia	5	27	39	29
Hawaii	8	24	33	35
Idaho	3	21	38	38
Illinois	5	25	33	38
Indiana	7	33	35	25
Iowa	5	31	36	28
Kansas	9	28	35	29
Kentucky	6	28	31	35
Louisiana	6	33	33	29
Maine	2	18	30	50
Maryland	7	32	33	27
Massachusetts	8	31	25	35
Michigan	6	24	34	36
Minnesota	6	24	38	33
Mississippi	8	25	40	28
Missouri	5	26	35	34
Montana	8	32	30	31
Nebraska	9	28	32	31
Nevada	6	22	39	33
New Hampshire	6	17	29	47
New Jersey	4	24	37	35
New Mexico	6	28	38	28
New York	4	21	29	46
North Carolina	4	26	33	37
North Dakota	12	30	36	22
Ohio	4	27	32	37
Oklahoma	9	33	30	28
Oregon	5	23	35	38
Pennsylvania	5	31	30	34
Rhode Island	2	20	29	49
South Carolina	9	29	30	32
South Dakota	6	26	38	30
Tennessee	6	31	29	34
Texas	8	33	33	26
Utah	8	32	33	26
Vermont	4	18	28	50
Virginia	6	27	32	36
Washington	6	20	32	41
West Virginia	7	29	34	31
Wisconsin	6	22	33	39
Wyoming	14	39	27	20

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 115. Please Rate the Quality of the Photocopying Machine at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	23%	33%	22%	14%	7%
ALL TEACHERS, 1987*	35	31	19	14	1
Alabama	24	36	22	13	4
Alaska	38	40	14	8	1
Arizona	27	30	26	13	5
Arkansas	25	33	24	13	6
California	22	34	21	17	6
Colorado	29	33	24	10	4
Connecticut	25	31	24	14	6
Delaware	23	38	23	13	2
Florida	18	33	22	16	10
Georgia	19	40	22	12	7
Hawaii	22	37	28	11	1
Idaho	25	41	20	12	3
Illinois	25	35	19	14	7
Indiana	23	35	26	12	4
Iowa	26	36	19	12	7
Kansas	29	37	22	9	4
Kentucky	26	31	23	14	6
Louisiana	13	31	23	18	14
Maine	27	36	24	11	2
Maryland	18	29	21	21	11
Massachusetts	18	33	22	19	7
Michigan	23	32	22	11	11
Minnesota	30	37	23	5	4
Mississippi	16	32	23	16	13
Missouri	26	32	22	14	7
Montana	33	35	19	10	3
Nebraska	34	36	15	10	4
Nevada	20	35	23	21	2
New Hampshire	20	32	23	18	7
New Jersey	17	35	21	15	13
New Mexico	22	34	22	17	6
New York	25	31	19	14	10
North Carolina	18	33	25	17	8
North Dakota	32	37	19	8	4
Ohio	29	31	23	12	5
Oklahoma	31	36	17	11	5
Oregon	25	38	24	11	2
Pennsylvania	21	34	19	16	10
Rhode Island	16	24	27	20	13
South Carolina	20	31	22	15	12
South Dakota	32	37	20	7	4
Tennessee	24	30	25	14	7
Texas	23	32	23	15	8
Utah	21	38	26	13	2
Vermont	27	36	20	13	4
Virginia	15	30	29	16	10
Washington	25	36	23	15	1
West Virginia	25	32	21	17	5
Wisconsin	29	33	20	12	6
Wyoming	33	37	17	10	3

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 116. Please Rate the Quality of the Secretarial Services at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	17%	28%	20%	13%	22%
ALL TEACHERS, 1987*	25	28	23	23	1
Alabama	15	26	16	14	29
Alaska	19	22	20	12	27
Arizona	20	18	22	15	25
Arkansas	14	27	16	13	30
California	15	25	22	14	25
Colorado	25	29	21	10	15
Connecticut	18	27	20	14	21
Delaware	14	31	20	13	22
Florida	12	29	20	14	26
Georgia	15	30	21	11	24
Hawaii	15	23	25	13	23
Idaho	17	33	21	12	17
Illinois	22	28	14	14	22
Indiana	19	31	19	12	19
Iowa	22	37	18	13	11
Kansas	23	33	21	7	16
Kentucky	19	25	17	14	25
Louisiana	16	25	26	10	22
Maine	21	27	19	10	22
Maryland	16	24	25	15	20
Massachusetts	12	25	18	17	28
Michigan	19	25	19	13	23
Minnesota	21	36	18	12	13
Mississippi	16	32	19	12	21
Missouri	16	27	22	13	22
Montana	21	32	19	11	17
Nebraska	25	32	17	10	16
Nevada	17	26	15	14	28
New Hampshire	13	22	24	15	25
New Jersey	13	34	19	8	26
New Mexico	18	24	19	18	22
New York	16	30	21	13	20
North Carolina	12	27	22	14	24
North Dakota	17	28	19	15	21
Ohio	16	31	22	12	19
Oklahoma	16	27	20	14	23
Oregon	19	32	25	14	11
Pennsylvania	20	26	22	12	20
Rhode Island	11	25	19	15	30
South Carolina	17	30	15	14	25
South Dakota	19	28	18	15	21
Tennessee	18	29	17	12	24
Texas	17	24	19	14	27
Utah	24	27	18	11	20
Vermont	15	25	19	11	30
Virginia	17	27	19	14	23
Washington	17	31	20	16	16
West Virginia	20	19	21	17	23
Wisconsin	21	31	21	13	14
Wyoming	22	31	20	11	17

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 117. Please Rate the Quality of the Computer / Word Processor Reserved for Teachers' Use at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	14%	21%	17%	15%	33%
ALL TEACHERS, 1987 *	23	24	22	30	1
Alabama	9	16	15	17	43
Alaska	28	27	17	10	18
Arizona	17	21	19	14	29
Arkansas	7	12	11	16	54
California	14	18	18	14	36
Colorado	18	26	22	15	20
Connecticut	12	20	16	13	39
Delaware	7	14	20	21	39
Florida	14	20	17	16	33
Georgia	15	27	17	15	27
Hawaii	11	23	22	14	30
Idaho	10	21	20	19	30
Illinois	17	20	17	15	31
Indiana	14	25	24	15	23
Iowa	18	28	21	17	17
Kansas	11	30	19	14	26
Kentucky	10	17	11	13	50
Louisiana	6	13	11	14	56
Maine	14	22	14	17	33
Maryland	19	22	18	15	26
Massachusetts	17	26	16	15	25
Michigan	12	21	17	16	34
Minnesota	18	34	23	12	14
Mississippi	5	9	9	15	62
Missouri	12	18	16	18	36
Montana	20	23	21	15	21
Nebraska	23	22	21	18	16
Nevada	25	27	19	14	16
New Hampshire	22	24	17	14	23
New Jersey	9	18	15	15	43
New Mexico	11	15	18	14	41
New York	16	22	19	13	30
North Carolina	12	22	23	14	28
North Dakota	15	25	18	15	27
Ohio	12	21	19	13	34
Oklahoma	11	19	15	15	40
Oregon	15	25	26	14	19
Pennsylvania	13	24	17	17	30
Rhode Island	10	15	16	19	40
South Carolina	14	20	15	17	35
South Dakota	15	24	20	15	26
Tennessee	11	17	16	16	40
Texas	11	19	12	16	41
Utah	18	30	23	18	12
Vermont	17	20	18	16	29
Virginia	13	23	18	15	31
Washington	19	25	18	16	22
West Virginia	13	13	14	16	43
Wisconsin	16	29	19	15	22
Wyoming	25	32	18	13	11

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 118. Please Rate the Quality of the Telephones for Professional Use at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	13%	25%	26%	27%	9%
ALL TEACHERS, 1987*	32	26	22	20	0
Alabama	9	22	25	28	16
Alaska	25	29	24	18	5
Arizona	15	27	23	29	7
Arkansas	14	25	21	25	16
California	13	27	23	27	10
Colorado	21	24	28	24	4
Connecticut	10	22	25	32	11
Delaware	14	30	24	28	4
Florida	10	25	28	28	9
Georgia	12	30	29	21	8
Hawaii	12	20	32	27	9
Idaho	10	25	34	24	7
Illinois	16	27	23	26	8
Indiana	13	28	26	26	6
Iowa	17	25	28	23	8
Kansas	14	32	24	22	8
Kentucky	15	25	21	26	13
Louisiana	13	23	27	21	17
Maine	14	23	25	26	12
Maryland	14	25	26	27	8
Massachusetts	12	25	25	29	9
Michigan	11	29	26	25	9
Minnesota	13	25	25	29	9
Mississippi	12	28	22	24	14
Missouri	10	24	29	27	9
Montana	16	31	23	22	9
Nebraska	21	28	24	20	7
Nevada	18	26	24	26	7
New Hampshire	10	22	29	29	9
New Jersey	12	27	24	26	10
New Mexico	10	23	27	28	12
New York	12	21	24	34	9
North Carolina	8	22	26	32	12
North Dakota	17	30	22	24	7
Ohio	14	25	27	27	8
Oklahoma	17	28	26	19	9
Oregon	15	23	28	30	5
Pennsylvania	14	22	29	27	8
Rhode Island	13	23	20	31	12
South Carolina	14	25	23	25	13
South Dakota	15	30	26	21	8
Tennessee	11	25	21	26	16
Texas	16	25	26	26	8
Utah	15	27	28	23	6
Vermont	14	25	25	27	9
Virginia	12	21	29	25	12
Washington	14	21	31	27	7
West Virginia	11	24	30	22	13
Wisconsin	16	24	26	27	8
Wyoming	23	36	19	15	6

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 119. Please Rate the Quality of the Office/Classroom Supplies at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	12%	40%	32%	13%	2%
ALL TEACHERS, 1987*	23	42	25	10	1
Alabama	12	39	34	12	3
Alaska	22	40	28	9	1
Arizona	13	37	31	19	0
Arkansas	8	33	35	20	5
California	13	43	30	12	2
Colorado	17	45	26	9	1
Connecticut	13	45	30	10	2
Delaware	9	39	34	17	1
Florida	13	37	32	16	2
Georgia	13	39	30	14	5
Hawaii	13	44	31	11	2
Idaho	8	39	37	13	3
Illinois	15	40	30	12	2
Indiana	9	40	36	14	2
Iowa	18	46	27	8	1
Kansas	17	45	27	10	0
Kentucky	9	37	34	14	6
Louisiana	6	23	37	24	10
Maine	15	43	32	8	1
Maryland	12	38	35	13	2
Massachusetts	10	38	34	17	1
Michigan	10	36	37	16	2
Minnesota	16	48	27	8	0
Mississippi	6	27	36	25	5
Missouri	10	46	32	11	1
Montana	15	46	30	7	3
Nebraska	24	44	24	6	1
Nevada	16	34	38	11	2
New Hampshire	8	42	36	12	1
New Jersey	13	48	29	9	0
New Mexico	9	35	34	20	2
New York	12	46	29	10	3
North Carolina	9	41	34	13	1
North Dakota	14	43	34	8	1
Ohio	9	41	35	14	1
Oklahoma	14	32	33	18	3
Oregon	19	44	28	8	1
Pennsylvania	15	45	30	9	1
Rhode Island	7	38	38	15	1
South Carolina	12	37	35	13	3
South Dakota	15	45	34	5	2
Tennessee	10	33	33	19	6
Texas	13	36	36	12	2
Utah	10	31	41	17	2
Vermont	16	48	24	11	1
Virginia	8	38	35	17	2
Washington	12	42	36	10	0
West Virginia	9	27	41	21	2
Wisconsin	19	48	26	6	2
Wyoming	24	50	21	5	0

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 120. Please Rate the Quality of the Teachers' Lounge at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	8%	26%	34%	27%	5%
ALL TEACHERS, 1987*	21	30	27	22	0
Alabama	9	21	26	29	15
Alaska	15	29	26	15	15
Arizona	14	34	28	20	4
Arkansas	10	29	34	22	5
California	4	22	39	33	2
Colorado	10	28	37	23	2
Connecticut	6	25	39	27	2
Delaware	6	27	40	26	1
Florida	9	25	32	29	6
Georgia	6	22	29	32	11
Hawaii	5	18	34	23	20
Idaho	9	27	34	26	4
Illinois	6	25	38	24	7
Indiana	9	30	34	23	4
Iowa	7	27	38	24	4
Kansas	7	27	36	20	10
Kentucky	9	29	28	23	11
Louisiana	10	30	34	23	3
Maine	8	22	31	31	9
Maryland	8	23	42	24	3
Massachusetts	9	20	37	30	3
Michigan	7	27	35	28	3
Minnesota	9	27	32	29	2
Mississippi	6	26	31	31	7
Missouri	6	26	32	27	9
Montana	10	28	31	20	11
Nebraska	8	27	32	24	10
Nevada	13	32	28	25	2
New Hampshire	7	16	38	32	7
New Jersey	4	26	40	28	2
New Mexico	7	36	31	20	6
New York	6	25	36	29	4
North Carolina	7	27	31	32	3
North Dakota	14	27	30	22	6
Ohio	7	26	34	29	5
Oklahoma	13	27	24	24	11
Oregon	6	26	36	29	3
Pennsylvania	10	25	35	29	1
Rhode Island	6	19	33	41	1
South Carolina	6	31	32	26	4
South Dakota	8	23	29	29	11
Tennessee	8	23	29	29	11
Texas	15	33	30	21	2
Utah	13	32	33	18	5
Vermont	4	21	26	33	17
Virginia	7	24	33	28	7
Washington	11	23	37	25	3
West Virginia	7	20	30	27	16
Wisconsin	11	25	33	26	5
Wyoming	12	38	30	16	4

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 121. Please Rate the Quality of the Typewriters Reserved for Teachers' Use at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	7%	18%	21%	25%	29%
ALL TEACHERS, 1987*	16	23	28	33	1
Alabama	5	13	18	19	45
Alaska	15	26	24	18	17
Arizona	13	32	18	22	14
Arkansas	6	18	15	24	37
California	7	16	20	27	30
Colorado	11	25	25	23	16
Connecticut	5	13	19	23	40
Delaware	4	9	20	29	38
Florida	9	18	23	21	29
Georgia	4	18	22	23	34
Hawaii	9	22	23	21	26
Idaho	6	21	27	27	19
Illinois	7	22	19	29	22
Indiana	8	25	28	22	17
Iowa	9	24	23	24	20
Kansas	5	25	27	25	18
Kentucky	7	16	16	20	42
Louisiana	3	11	16	22	48
Maine	6	17	16	29	31
Maryland	7	15	22	26	29
Massachusetts	7	20	15	26	32
Michigan	7	13	21	27	31
Minnesota	10	23	26	21	21
Mississippi	5	14	16	23	42
Missouri	5	19	22	27	26
Montana	10	23	20	24	23
Nebraska	12	23	25	24	15
Nevada	16	24	22	27	11
New Hampshire	4	19	22	25	30
New Jersey	4	13	15	26	42
New Mexico	7	17	25	22	29
New York	5	16	21	25	34
North Carolina	6	16	22	24	33
North Dakota	11	21	24	21	24
Ohio	6	18	20	29	27
Oklahoma	7	18	23	22	31
Oregon	8	22	29	24	17
Pennsylvania	6	18	22	27	26
Rhode Island	4	10	17	25	44
South Carolina	6	14	18	24	38
South Dakota	10	23	23	22	22
Tennessee	4	17	20	24	36
Texas	9	23	21	25	21
Utah	13	24	28	23	12
Vermont	6	15	22	20	37
Virginia	5	15	24	26	30
Washington	9	23	25	29	14
West Virginia	6	11	19	23	41
Wisconsin	8	25	24	25	18
Wyoming	17	33	20	20	10

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 122. Please Rate the Quality of the Personal Office or Carrel at Your School

	EXCELLENT	GOOD	FAIR	POOR	NOT REGULARLY AVAILABLE
ALL TEACHERS, 1990	7%	17%	14%	12%	49%
ALL TEACHERS, 1987*	16	20	19	42	2
Alabama	4	16	10	12	58
Alaska	9	18	14	12	48
Arizona	12	15	14	11	48
Arkansas	7	11	15	10	58
California	4	16	14	16	50
Colorado	13	20	16	13	38
Connecticut	9	13	11	11	56
Delaware	5	22	16	9	48
Florida	11	22	13	13	41
Georgia	6	21	13	13	46
Hawaii	7	20	14	8	51
Idaho	5	16	13	14	52
Illinois	6	14	13	13	54
Indiana	10	20	16	11	43
Iowa	10	20	15	13	42
Kansas	7	16	14	13	50
Kentucky	6	12	12	9	61
Louisiana	6	17	17	9	51
Maine	9	12	11	14	55
Maryland	9	20	14	13	44
Massachusetts	7	12	11	17	53
Michigan	7	14	13	9	57
Minnesota	12	21	19	14	34
Mississippi	7	20	12	12	49
Missouri	5	13	14	12	56
Montana	6	17	15	11	51
Nebraska	12	22	16	11	39
Nevada	9	18	16	11	47
New Hampshire	5	15	12	11	57
New Jersey	5	14	19	15	48
New Mexico	5	10	13	14	58
New York	7	19	14	13	47
North Carolina	7	18	16	9	50
North Dakota	12	17	16	12	43
Ohio	7	15	12	14	52
Oklahoma	6	16	11	9	59
Oregon	9	21	13	14	43
Pennsylvania	6	15	16	12	51
Rhode Island	5	13	13	14	55
South Carolina	11	15	12	12	50
South Dakota	7	23	12	15	44
Tennessee	8	16	13	16	48
Texas	8	18	18	9	47
Utah	9	17	12	15	48
Vermont	6	16	10	10	59
Virginia	9	17	14	13	46
Washington	9	20	15	13	42
West Virginia	6	14	12	13	54
Wisconsin	12	18	18	11	42
Wyoming	12	19	16	12	41

* In 1987 the question read, "Rate the quality of all of the following that are regularly available to you in your school."

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

6

Teacher Involvement in Decision Making

Table 123. In Your School, Who Has the Major Role in Evaluating Teachers?

	PRINCIPAL	TEACHERS	SOMEONE ELSE	NOT SURE
ALL TEACHERS, 1990	94%	1%	5%	0%
Alabama	95	0	4	1
Alaska	98	0	2	0
Arizona	96	1	2	0
Arkansas	96	0	3	0
California	95	0	4	0
Colorado	96	1	3	1
Connecticut	88	2	10	0
Delaware	97	0	3	0
Florida	92	0	7	1
Georgia	96	2	2	1
Hawaii	95	0	3	1
Idaho	97	0	3	0
Illinois	93	1	6	0
Indiana	95	1	3	0
Iowa	98	1	1	0
Kansas	98	0	1	0
Kentucky	98	0	1	1
Louisiana	96	0	4	0
Maine	93	2	4	1
Maryland	90	1	9	0
Massachusetts	77	3	19	1
Michigan	97	0	2	1
Minnesota	97	1	0	1
Mississippi	99	0	0	0
Missouri	98	0	2	0
Montana	93	1	7	0
Nebraska	95	1	4	1
Nevada	94	1	5	0
New Hampshire	88	2	9	1
New Jersey	83	0	17	0
New Mexico	96	1	3	1
New York	87	2	10	1
North Carolina	95	1	3	0
North Dakota	93	0	6	0
Ohio	97	0	2	1
Oklahoma	99	0	0	0
Oregon	95	0	5	0
Pennsylvania	95	1	3	1
Rhode Island	78	4	17	0
South Carolina	93	1	5	1
South Dakota	99	0	0	0
Tennessee	94	0	5	0
Texas	94	0	6	0
Utah	97	2	1	0
Vermont	83	4	12	1
Virginia	95	1	3	1
Washington	99	0	0	0
West Virginia	98	0	1	0
Wisconsin	96	0	3	1
Wyoming	99	0	1	0

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 124. Who Should Have the Major Role in Evaluating Teachers in Your School?

	PRINCIPAL	TEACHERS	SOMEONE ELSE	NOT SURE
ALL TEACHERS, 1990	54%	22%	7%	17%
Alabama	55	12	10	22
Alaska	48	31	6	15
Arizona	55	25	6	14
Arkansas	65	14	6	16
California	55	26	3	16
Colorado	53	28	5	14
Connecticut	50	26	10	13
Delaware	51	22	7	19
Florida	54	24	7	15
Georgia	63	18	4	16
Hawaii	51	23	7	19
Idaho	60	25	3	11
Illinois	57	17	7	19
Indiana	56	19	6	19
Iowa	59	16	7	18
Kansas	56	19	4	21
Kentucky	59	17	6	19
Louisiana	66	14	7	12
Maine	43	35	6	16
Maryland	55	20	9	16
Massachusetts	42	27	15	17
Michigan	45	29	6	20
Minnesota	43	31	5	22
Mississippi	67	15	7	11
Missouri	60	19	7	14
Montana	58	23	6	13
Nebraska	56	19	5	20
Nevada	56	23	5	16
New Hampshire	45	28	9	18
New Jersey	56	17	12	16
New Mexico	62	17	6	16
New York	42	30	9	19
North Carolina	56	18	8	18
North Dakota	59	18	7	17
Ohio	58	22	6	15
Oklahoma	61	17	4	18
Oregon	59	25	6	11
Pennsylvania	51	24	7	18
Rhode Island	36	31	12	22
South Carolina	56	22	8	14
South Dakota	61	17	5	18
Tennessee	64	15	6	15
Texas	59	13	13	15
Utah	53	29	5	12
Vermont	46	29	8	17
Virginia	57	20	7	16
Washington	54	23	5	18
West Virginia	56	19	7	18
Wisconsin	49	24	7	20
Wyoming	58	20	2	19

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 125. In Your View, How Fair Is Teacher Evaluation at Your School?

	VERY FAIR	SOMEWHAT FAIR	SOMEWHAT UNFAIR	VERY UNFAIR	NOT APPLICABLE
ALL TEACHERS, 1990	45%	39%	11%	4%	2%
ALL TEACHERS, 1987	30	45	18	4	2
Alabama	39	42	13	4	2
Alaska	42	41	10	4	2
Arizona	47	38	10	4	1
Arkansas	52	32	9	4	2
California	47	39	8	3	4
Colorado	49	35	12	3	1
Connecticut	52	33	9	3	3
Delaware	44	45	9	1	1
Florida	50	35	10	3	2
Georgia	56	30	8	3	2
Hawaii	37	48	8	2	4
Idaho	42	43	7	4	3
Illinois	37	45	12	4	3
Indiana	42	44	9	3	2
Iowa	41	42	12	3	2
Kansas	40	44	11	2	3
Kentucky	56	33	6	3	2
Louisiana	49	33	13	3	2
Maine	48	38	9	3	1
Maryland	48	38	11	1	2
Massachusetts	39	41	12	5	3
Michigan	41	40	10	5	4
Minnesota	40	41	9	3	7
Mississippi	55	34	7	3	1
Missouri	42	44	10	3	1
Montana	43	38	14	2	3
Nebraska	51	36	9	3	1
Nevada	49	34	8	4	5
New Hampshire	46	37	10	4	2
New Jersey	49	35	13	2	0
New Mexico	52	32	9	5	1
New York	45	39	9	4	3
North Carolina	39	44	10	4	3
North Dakota	45	39	13	3	1
Ohio	48	35	11	3	2
Oklahoma	49	39	8	2	2
Oregon	52	36	9	2	1
Pennsylvania	46	37	10	4	3
Rhode Island	42	43	10	2	4
South Carolina	41	42	11	4	2
South Dakota	48	37	9	2	4
Tennessee	54	33	9	2	2
Texas	32	40	18	8	1
Utah	46	40	9	3	2
Vermont	46	36	10	2	5
Virginia	42	44	10	3	1
Washington	51	36	9	1	3
West Virginia	39	45	10	4	1
Wisconsin	43	38	11	3	4
Wyoming	50	38	8	3	1

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 126. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Teacher Evaluation Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	37%	50%	11%	3%
ALL TEACHERS, 1987	42	39	18	2
Alabama	33	55	10	3
Alaska	24	62	10	4
Arizona	37	50	10	3
Arkansas	57	36	4	4
California	22	63	10	4
Colorado	33	53	10	4
Connecticut	59	33	6	2
Delaware	58	29	11	2
Florida	41	45	10	4
Georgia	66	14	16	3
Hawaii	23	66	6	5
Idaho	28	60	8	5
Illinois	41	48	9	1
Indiana	34	55	9	2
Iowa	37	57	6	0
Kansas	32	54	11	3
Kentucky	51	43	3	3
Louisiana	34	52	10	4
Maine	31	59	7	3
Maryland	31	62	6	1
Massachusetts	22	64	14	1
Michigan	26	62	8	3
Minnesota	36	53	9	2
Mississippi	66	27	6	1
Missouri	45	41	12	2
Montana	23	66	10	1
Nebraska	41	48	8	3
Nevada	25	65	7	3
New Hampshire	31	55	10	4
New Jersey	28	62	7	3
New Mexico	43	40	13	4
New York	28	60	10	1
North Carolina	57	29	11	4
North Dakota	36	55	8	2
Ohio	29	64	5	3
Oklahoma	40	52	8	1
Oregon	24	68	6	2
Pennsylvania	26	67	6	1
Rhode Island	26	64	8	2
South Carolina	57	26	13	4
South Dakota	38	50	8	3
Tennessee	46	41	10	3
Texas	49	19	29	2
Utah	51	35	11	3
Vermont	35	52	11	2
Virginia	46	42	9	2
Washington	26	67	5	2
West Virginia	33	55	9	3
Wisconsin	30	57	8	5
Wyoming	35	53	11	1

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 127. In Your School, How Involved Are Teachers in Choosing Textbooks and Instructional Materials?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	40%	39%	18%	3%
ALL TEACHERS, 1987	46	34	16	4
Alabama	35	40	20	5
Alaska	35	43	20	2
Arizona	28	48	22	2
Arkansas	56	33	10	1
California	34	37	26	3
Colorado	48	35	15	2
Connecticut	36	37	19	7
Delaware	42	36	18	3
Florida	22	44	27	7
Georgia	37	43	16	4
Hawaii	59	34	7	0
Idaho	38	47	13	2
Illinois	46	40	11	2
Indiana	49	41	9	1
Iowa	59	31	9	1
Kansas	49	39	10	2
Kentucky	38	42	17	3
Louisiana	15	35	34	15
Maine	53	36	9	2
Maryland	21	38	29	12
Massachusetts	35	40	22	2
Michigan	43	40	14	3
Minnesota	59	30	10	1
Mississippi	36	43	17	4
Missouri	48	38	12	3
Montana	54	32	13	0
Nebraska	55	33	11	1
Nevada	27	43	24	6
New Hampshire	45	39	14	1
New Jersey	33	42	22	2
New Mexico	48	37	14	2
New York	47	34	16	3
North Carolina	29	43	24	4
North Dakota	54	35	10	1
Ohio	43	41	14	2
Oklahoma	49	36	12	3
Oregon	45	35	18	2
Pennsylvania	46	41	12	1
Rhode Island	30	37	25	8
South Carolina	35	42	21	2
South Dakota	60	33	7	0
Tennessee	27	44	25	5
Texas	42	40	16	1
Utah	29	45	21	5
Vermont	70	27	2	1
Virginia	31	44	22	3
Washington	35	41	22	3
West Virginia	20	43	31	6
Wisconsin	49	38	12	2
Wyoming	55	31	12	1

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 128. In Your School, How Involved Are Teachers in Shaping the Curriculum?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	22%	42%	26%	9%
ALL TEACHERS, 1987	26	37	25	12
Alabama	11	37	34	17
Alaska	26	46	23	5
Arizona	18	47	26	8
Arkansas	14	40	34	12
California	20	39	32	9
Colorado	33	38	23	6
Connecticut	32	41	21	5
Delaware	21	46	26	6
Florida	9	33	40	19
Georgia	11	46	29	13
Hawaii	25	50	22	3
Idaho	23	45	25	7
Illinois	23	48	22	7
Indiana	25	52	19	4
Iowa	42	47	10	1
Kansas	26	51	18	4
Kentucky	19	45	27	9
Louisiana	5	26	37	32
Maine	45	42	12	1
Maryland	13	36	31	20
Massachusetts	29	42	26	4
Michigan	25	47	23	6
Minnesota	39	44	15	2
Mississippi	22	40	29	10
Missouri	21	46	27	7
Montana	35	46	15	5
Nebraska	37	47	15	2
Nevada	11	37	32	20
New Hampshire	35	47	17	2
New Jersey	27	46	21	6
New Mexico	25	46	24	5
New York	24	40	26	10
North Carolina	8	33	41	17
North Dakota	27	47	21	5
Ohio	29	42	21	8
Oklahoma	20	43	29	9
Oregon	24	51	21	5
Pennsylvania	31	46	20	4
Rhode Island	24	44	27	6
South Carolina	14	40	32	14
South Dakota	31	54	13	2
Tennessee	8	38	35	19
Texas	23	44	23	10
Utah	16	42	30	12
Vermont	60	31	7	1
Virginia	18	40	34	9
Washington	24	43	26	7
West Virginia	8	33	40	19
Wisconsin	37	45	16	2
Wyoming	44	37	16	2

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 129. In Your School, How Involved Are Teachers in Setting Standards for Student Behavior?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	22%	39%	30%	9%
ALL TEACHERS, 1987	18	29	34	19
Alabama	17	34	35	14
Alaska	28	43	22	7
Arizona	29	43	23	4
Arkansas	19	37	34	11
California	32	44	20	4
Colorado	24	42	29	5
Connecticut	23	46	24	8
Delaware	16	35	39	10
Florida	17	33	33	17
Georgia	25	35	27	13
Hawaii	21	46	28	5
Idaho	21	43	30	6
Illinois	25	42	27	6
Indiana	20	37	35	7
Iowa	27	39	28	6
Kansas	23	38	33	7
Kentucky	16	42	33	9
Louisiana	17	32	32	19
Maine	32	44	20	5
Maryland	19	36	35	10
Massachusetts	14	38	32	16
Michigan	23	42	29	6
Minnesota	25	45	24	5
Mississippi	25	38	30	6
Missouri	18	38	33	11
Montana	28	39	28	5
Nebraska	19	42	32	6
Nevada	15	36	29	20
New Hampshire	26	44	24	6
New Jersey	19	37	32	13
New Mexico	19	39	30	11
New York	16	46	30	8
North Carolina	19	39	32	10
North Dakota	24	37	30	9
Ohio	20	35	34	11
Oklahoma	19	37	32	12
Oregon	28	47	22	2
Pennsylvania	17	36	38	10
Rhode Island	11	33	37	19
South Carolina	25	35	31	9
South Dakota	25	44	25	6
Tennessee	19	39	30	11
Texas	20	37	30	13
Utah	24	41	28	7
Vermont	37	38	23	3
Virginia	19	34	39	8
Washington	27	45	25	4
West Virginia	23	39	30	9
Wisconsin	28	41	26	5
Wyoming	24	46	25	4

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 130. In Your School, How Involved Are Teachers in Designing Staff Development/ Inservice Programs?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	11%	31%	40%	17%
ALL TEACHERS, 1987	14	29	34	23
Alabama	8	28	39	25
Alaska	16	37	33	13
Arizona	9	27	47	17
Arkansas	9	34	39	18
California	16	35	34	15
Colorado	9	32	39	20
Connecticut	24	40	29	8
Delaware	7	33	41	19
Florida	7	28	42	23
Georgia	9	28	43	19
Hawaii	8	26	49	16
Idaho	10	33	39	18
Illinois	14	32	41	14
Indiana	7	26	46	21
Iowa	12	32	42	14
Kansas	16	41	33	10
Kentucky	7	34	45	14
Louisiana	4	20	38	38
Maine	33	43	22	3
Maryland	9	26	47	18
Massachusetts	8	29	38	24
Michigan	12	35	40	13
Minnesota	20	41	29	10
Mississippi	18	38	30	13
Missouri	13	33	40	15
Montana	13	29	42	16
Nebraska	8	34	38	20
Nevada	7	25	35	33
New Hampshire	16	44	33	7
New Jersey	6	25	47	22
New Mexico	8	23	44	25
New York	14	37	35	14
North Carolina	6	27	46	21
North Dakota	5	25	45	25
Ohio	13	35	34	18
Oklahoma	34	42	19	5
Oregon	10	25	48	17
Pennsylvania	10	33	42	15
Rhode Island	7	29	37	27
South Carolina	10	34	40	17
South Dakota	15	40	37	9
Tennessee	8	30	43	18
Texas	4	23	50	23
Utah	7	25	46	23
Vermont	23	36	32	9
Virginia	5	23	52	20
Washington	14	36	35	14
West Virginia	8	31	43	19
Wisconsin	20	42	30	8
Wyoming	6	33	46	15

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 131. In Your School, How Involved Are Teachers in Determining Whether Students Are Tracked by Ability into Special Classes?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	10%	32%	35%	22%
ALL TEACHERS, 1987	14	30	32	24
Alabama	7	31	38	24
Alaska	14	33	31	22
Arizona	11	33	32	24
Arkansas	11	36	31	21
California	11	30	34	25
Colorado	13	31	35	21
Connecticut	11	35	40	14
Delaware	8	25	40	26
Florida	8	30	34	28
Georgia	9	35	36	20
Hawaii	15	37	36	12
Idaho	10	38	34	17
Illinois	12	33	33	22
Indiana	9	35	37	20
Iowa	12	37	36	15
Kansas	10	33	38	19
Kentucky	10	35	36	18
Louisiana	9	22	40	29
Maine	17	42	29	12
Maryland	10	30	35	25
Massachusetts	12	35	30	23
Michigan	10	31	37	23
Minnesota	14	39	33	15
Mississippi	17	31	31	22
Missouri	8	32	36	24
Montana	16	42	28	14
Nebraska	12	37	34	17
Nevada	7	24	43	26
New Hampshire	13	36	36	15
New Jersey	11	30	35	25
New Mexico	11	31	33	26
New York	10	35	34	20
North Carolina	8	30	37	25
North Dakota	16	35	36	13
Ohio	10	30	34	25
Oklahoma	14	33	33	21
Oregon	17	34	32	16
Pennsylvania	7	29	37	27
Rhode Island	8	24	42	26
South Carolina	8	27	39	26
South Dakota	15	44	31	10
Tennessee	11	31	38	19
Texas	11	31	36	22
Utah	11	31	35	23
Vermont	24	36	29	10
Virginia	8	23	46	23
Washington	11	33	39	17
West Virginia	10	32	38	20
Wisconsin	13	35	34	17
Wyoming	13	38	34	15

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 132. In Your School, How Involved Are Teachers in Setting Student Promotion and Retention Policies?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	6%	23%	35%	36%
ALL TEACHERS, 1987	11	23	31	35
Alabama	8	22	31	39
Alaska	10	24	34	33
Arizona	7	31	35	27
Arkansas	8	30	33	29
California	10	21	33	36
Colorado	6	24	32	38
Connecticut	5	24	39	31
Delaware	5	21	37	37
Florida	4	13	27	56
Georgia	6	25	33	37
Hawaii	6	29	33	32
Idaho	4	22	40	33
Illinois	6	25	37	31
Indiana	8	28	36	29
Iowa	5	35	36	24
Kansas	5	28	38	29
Kentucky	7	29	39	25
Louisiana	4	13	29	55
Maine	15	38	30	17
Maryland	5	18	31	46
Massachusetts	6	24	32	38
Michigan	7	29	36	28
Minnesota	8	36	40	17
Mississippi	12	21	34	34
Missouri	4	26	38	32
Montana	11	30	39	20
Nebraska	5	26	40	29
Nevada	4	19	29	49
New Hampshire	10	32	37	21
New Jersey	7	23	37	33
New Mexico	8	22	33	37
New York	9	27	34	29
North Carolina	7	17	33	43
North Dakota	10	27	40	23
Ohio	6	25	34	35
Oklahoma	9	27	33	31
Oregon	10	22	37	31
Pennsylvania	6	24	38	32
Rhode Island	5	22	33	39
South Carolina	4	20	31	45
South Dakota	7	37	35	21
Tennessee	3	25	33	38
Texas	2	16	34	48
Utah	3	19	34	43
Vermont	19	36	34	12
Virginia	4	19	39	37
Washington	6	26	35	33
West Virginia	6	19	35	40
Wisconsin	7	31	36	26
Wyoming	5	27	40	28

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 133. In Your School, How Involved Are Teachers in Deciding How the School Budget Is Spent?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	3%	17%	34%	46%
ALL TEACHERS, 1987	4	15	32	49
Alabama	4	21	31	44
Alaska	5	25	43	27
Arizona	2	15	35	49
Arkansas	1	6	24	70
California	7	34	40	19
Colorado	8	30	35	27
Connecticut	1	24	35	41
Delaware	2	13	36	49
Florida	3	16	35	46
Georgia	3	16	31	50
Hawaii	15	43	32	9
Idaho	2	16	42	39
Illinois	2	13	31	54
Indiana	1	12	31	56
Iowa	1	14	37	48
Kansas	2	10	34	54
Kentucky	4	12	30	54
Louisiana	2	8	26	64
Maine	8	30	43	19
Maryland	3	10	30	57
Massachusetts	2	17	36	45
Michigan	3	16	31	50
Minnesota	3	18	42	37
Mississippi	1	6	22	71
Missouri	2	12	36	50
Montana	2	15	35	47
Nebraska	3	14	37	45
Nevada	6	28	34	32
New Hampshire	7	26	38	29
New Jersey	2	15	34	49
New Mexico	3	13	36	48
New York	4	19	35	42
North Carolina	2	17	36	45
North Dakota	0	5	29	66
Ohio	2	11	31	57
Oklahoma	2	10	26	63
Oregon	3	23	40	33
Pennsylvania	3	15	37	45
Rhode Island	1	13	24	61
South Carolina	3	19	37	41
South Dakota	1	13	35	51
Tennessee	2	8	28	63
Texas	2	14	32	52
Utah	3	21	34	42
Vermont	10	38	37	15
Virginia	2	15	33	50
Washington	5	18	47	31
West Virginia	1	12	29	58
Wisconsin	3	30	36	31
Wyoming	7	29	39	26

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 134. In Your School, How Involved Are Teachers in Selecting New Teachers?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	3%	7%	16%	74%
ALL TEACHERS, 1987	2	5	12	81
Alabama	0	1	9	90
Alaska	2	8	22	68
Arizona	6	13	23	58
Arkansas	1	4	8	87
California	8	13	21	58
Colorado	8	18	21	53
Connecticut	1	12	15	72
Delaware	2	6	19	72
Florida	3	9	19	70
Georgia	1	5	13	80
Hawaii	2	10	25	63
Idaho	4	12	21	64
Illinois	1	5	14	80
Indiana	1	5	19	76
Iowa	1	8	21	70
Kansas	1	7	14	78
Kentucky	0	3	11	86
Louisiana	1	4	6	89
Maine	7	17	25	52
Maryland	1	3	9	87
Massachusetts	2	7	15	77
Michigan	1	9	15	76
Minnesota	6	17	27	50
Mississippi	1	2	8	89
Missouri	1	8	15	77
Montana	3	8	11	78
Nebraska	1	6	19	74
Nevada	1	5	15	80
New Hampshire	7	13	24	56
New Jersey	1	2	12	86
New Mexico	2	7	16	75
New York	6	12	21	61
North Carolina	0	1	7	91
North Dakota	1	3	10	85
Ohio	1	6	11	82
Oklahoma	2	4	11	82
Oregon	6	19	32	43
Pennsylvania	1	6	15	77
Rhode Island	1	5	12	83
South Carolina	1	5	13	81
South Dakota	2	6	14	77
Tennessee	1	3	10	86
Texas	2	3	14	81
Utah	3	13	23	61
Vermont	9	22	28	41
Virginia	1	2	9	87
Washington	6	18	27	48
West Virginia	1	2	8	89
Wisconsin	2	10	21	67
Wyoming	5	14	28	54

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 135. In Your School, How Involved Are Teachers in Evaluating Teacher Performance?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	1%	7%	19%	73%
ALL TEACHERS, 1987	2	8	17	73
Alabama	2	4	13	81
Alaska	1	5	16	78
Arizona	0	9	21	71
Arkansas	1	5	15	79
California	2	7	15	76
Colorado	3	10	25	62
Connecticut	2	15	29	54
Delaware	1	3	16	80
Florida	1	6	20	73
Georgia	3	9	24	64
Hawaii	2	6	19	73
Idaho	1	4	22	73
Illinois	2	6	20	72
Indiana	2	7	19	72
Iowa	2	10	21	68
Kansas	0	7	23	69
Kentucky	1	9	31	60
Louisiana	1	3	14	82
Maine	7	19	32	42
Maryland	1	5	14	80
Massachusetts	1	7	19	73
Michigan	0	7	16	77
Minnesota	1	11	29	58
Mississippi	3	13	28	56
Missouri	1	5	16	79
Montana	0	3	16	81
Nebraska	1	9	24	66
Nevada	1	2	9	87
New Hampshire	1	10	18	71
New Jersey	1	2	14	82
New Mexico	1	5	15	78
New York	2	9	20	69
North Carolina	1	9	28	61
North Dakota	0	7	14	78
Ohio	1	10	15	75
Oklahoma	1	5	20	74
Oregon	1	5	23	72
Pennsylvania	0	6	20	74
Rhode Island	0	7	16	77
South Carolina	3	10	25	62
South Dakota	1	7	21	71
Tennessee	0	5	21	74
Texas	0	3	9	88
Utah	4	17	37	42
Vermont	4	13	25	57
Virginia	2	7	24	68
Washington	1	4	16	79
West Virginia	0	4	13	82
Wisconsin	2	5	14	78
Wyoming	1	9	22	68

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 136. In Your School, How Involved Are Teachers in Selecting New Administrators?

	DEEPLY	MODERATELY	SLIGHTLY	NOT AT ALL
ALL TEACHERS, 1990	1%	6%	15%	78%
ALL TEACHERS, 1987	2	5	11	82
Alabama	1	3	9	87
Alaska	0	10	19	71
Arizona	1	9	18	73
Arkansas	0	2	6	92
California	2	9	17	71
Colorado	2	10	24	65
Connecticut	1	17	20	62
Delaware	1	9	28	61
Florida	2	4	6	89
Georgia	1	5	7	87
Hawaii	1	2	5	92
Idaho	1	8	18	72
Illinois	1	5	16	78
Indiana	0	5	16	78
Iowa	2	12	24	62
Kansas	0	5	17	77
Kentucky	0	3	10	87
Louisiana	1	2	10	87
Maine	4	16	30	50
Maryland	0	4	4	92
Massachusetts	2	10	24	65
Michigan	2	7	19	72
Minnesota	1	10	27	61
Mississippi	1	3	8	88
Missouri	1	4	13	82
Montana	1	9	16	74
Nebraska	0	8	14	78
Nevada	1	1	7	91
New Hampshire	3	20	27	51
New Jersey	1	5	15	78
New Mexico	2	4	13	81
New York	4	16	25	55
North Carolina	0	0	5	95
North Dakota	0	3	7	90
Ohio	1	3	10	86
Oklahoma	0	1	6	93
Oregon	3	7	27	63
Pennsylvania	1	5	16	78
Rhode Island	0	6	18	76
South Carolina	0	2	10	87
South Dakota	0	6	20	74
Tennessee	0	4	12	84
Texas	1	3	7	89
Utah	1	4	10	86
Vermont	7	29	35	29
Virginia	0	1	9	90
Washington	2	9	28	62
West Virginia	0	1	4	94
Wisconsin	1	6	24	68
Wyoming	2	13	29	56

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 137. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Teacher Participation in the Selection of Textbooks and Other Instructional Materials Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	53%	43%	2%	2%
ALL TEACHERS, 1987	53	41	5	1
Alabama	62	34	2	2
Alaska	48	47	3	2
Arizona	49	45	3	2
Arkansas	47	50	2	2
California	56	37	3	4
Colorado	55	40	2	4
Connecticut	49	48	1	2
Delaware	58	38	3	1
Florida	55	40	3	2
Georgia	65	30	3	2
Hawaii	57	40	1	2
Idaho	59	35	2	4
Illinois	49	49	1	1
Indiana	48	50	1	2
Iowa	51	46	2	1
Kansas	57	40	0	2
Kentucky	62	36	0	1
Louisiana	58	36	4	2
Maine	60	37	2	1
Maryland	43	47	8	3
Massachusetts	43	52	3	2
Michigan	47	47	3	3
Minnesota	53	45	1	1
Mississippi	56	40	1	3
Missouri	49	47	2	2
Montana	53	43	3	1
Nebraska	56	42	1	1
Nevada	52	43	3	2
New Hampshire	50	44	4	2
New Jersey	56	40	2	3
New Mexico	57	40	2	0
New York	47	48	3	2
North Carolina	60	36	2	2
North Dakota	55	41	3	2
Ohio	53	43	2	2
Oklahoma	54	42	3	1
Oregon	46	50	2	2
Pennsylvania	58	38	2	2
Rhode Island	63	32	3	2
South Carolina	54	41	1	4
South Dakota	61	35	1	3
Tennessee	48	48	2	2
Texas	50	45	2	2
Utah	45	47	6	2
Vermont	51	46	1	2
Virginia	51	47	1	2
Washington	50	44	3	3
West Virginia	50	46	3	1
Wisconsin	57	39	0	4
Wyoming	47	50	2	1

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 138. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Teacher Participation in Setting School Goals Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	50%	42%	5%	3%
ALL TEACHERS, 1987	57	31	11	1
Alabama	35	59	2	4
Alaska	42	48	6	5
Arizona	50	40	7	4
Arkansas	51	46	1	2
California	54	38	6	3
Colorado	57	33	6	3
Connecticut	58	36	5	1
Delaware	46	45	7	2
Florida	47	43	5	6
Georgia	51	39	7	4
Hawaii	62	34	1	3
Idaho	47	42	5	5
Illinois	49	42	6	3
Indiana	50	41	6	3
Iowa	59	34	5	1
Kansas	59	34	4	3
Kentucky	48	48	3	2
Louisiana	41	51	6	2
Maine	66	28	4	2
Maryland	50	43	6	1
Massachusetts	36	54	8	3
Michigan	51	41	5	3
Minnesota	59	36	3	2
Mississippi	56	41	1	1
Missouri	41	52	4	2
Montana	47	45	6	1
Nebraska	48	46	3	3
Nevada	34	54	9	3
New Hampshire	47	43	7	4
New Jersey	42	50	5	3
New Mexico	46	44	8	3
New York	52	40	6	2
North Carolina	65	31	3	1
North Dakota	40	52	6	3
Ohio	41	50	6	4
Oklahoma	43	49	8	1
Oregon	54	39	4	3
Pennsylvania	52	42	5	2
Rhode Island	49	44	5	2
South Carolina	54	39	3	5
South Dakota	49	45	2	4
Tennessee	36	54	4	5
Texas	55	38	5	3
Utah	46	43	7	4
Vermont	61	31	5	4
Virginia	48	44	6	2
Washington	58	34	7	2
West Virginia	43	49	6	2
Wisconsin	59	33	3	4
Wyoming	52	41	5	2

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 139. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Teacher Participation in Shaping the Curriculum Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	48%	45%	5%	2%
ALL TEACHERS, 1987	50	39	5	2
Alabama	37	55	4	4
Alaska	46	48	4	3
Arizona	45	47	5	3
Arkansas	40	54	3	3
California	53	40	5	3
Colorado	53	38	6	3
Connecticut	54	42	4	1
Delaware	49	45	4	1
Florida	39	51	6	4
Georgia	47	42	8	3
Hawaii	51	45	2	2
Idaho	51	39	7	4
Illinois	46	47	5	1
Indiana	48	47	4	2
Iowa	62	36	2	1
Kansas	59	36	3	2
Kentucky	53	41	2	4
Louisiana	29	59	8	4
Maine	68	28	1	3
Maryland	41	50	8	1
Massachusetts	46	48	5	1
Michigan	48	44	6	2
Minnesota	55	42	2	1
Mississippi	56	39	3	2
Missouri	44	49	5	1
Montana	53	42	3	1
Nebraska	58	39	2	1
Nevada	38	50	8	3
New Hampshire	56	38	4	2
New Jersey	52	42	4	2
New Mexico	53	40	6	1
New York	49	45	5	1
North Carolina	42	48	7	4
North Dakota	51	43	4	2
Ohio	53	42	4	1
Oklahoma	47	44	7	2
Oregon	45	51	4	1
Pennsylvania	55	41	3	1
Rhode Island	66	30	3	1
South Carolina	46	46	3	5
South Dakota	59	35	3	3
Tennessee	33	59	5	2
Texas	48	45	5	2
Utah	35	51	10	4
Vermont	64	32	3	2
Virginia	47	50	3	1
Washington	45	47	5	2
West Virginia	43	48	5	4
Wisconsin	62	34	0	3
Wyoming	54	41	5	1

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

7

The Status of the Profession

Table 140. In My Job I Am Treated as a Professional

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	20%	59%	15%	6%
Alabama	22	58	14	6
Alaska	24	57	13	5
Arizona	19	60	17	4
Arkansas	19	60	15	5
California	20	60	14	6
Colorado	21	61	13	6
Connecticut	23	60	12	5
Delaware	19	60	15	5
Florida	22	59	13	5
Georgia	24	59	11	5
Hawaii	18	68	11	3
Idaho	14	65	14	6
Illinois	20	57	16	7
Indiana	18	61	17	4
Iowa	20	60	16	4
Kansas	17	67	13	4
Kentucky	16	59	18	7
Louisiana	23	51	16	10
Maine	19	63	13	5
Maryland	19	57	18	7
Massachusetts	17	58	17	9
Michigan	19	56	15	9
Minnesota	16	64	15	5
Mississippi	34	51	10	6
Missouri	20	57	18	5
Montana	16	66	15	4
Nebraska	24	55	16	5
Nevada	19	56	14	10
New Hampshire	22	59	14	5
New Jersey	19	59	17	5
New Mexico	18	57	15	10
New York	18	57	16	9
North Carolina	15	54	23	8
North Dakota	17	62	15	5
Ohio	17	63	15	6
Oklahoma	16	61	17	6
Oregon	18	61	15	5
Pennsylvania	21	61	13	5
Rhode Island	14	59	18	9
South Carolina	28	50	15	7
South Dakota	18	61	15	6
Tennessee	17	57	18	9
Texas	22	60	11	7
Utah	15	53	21	11
Vermont	21	64	12	3
Virginia	28	54	15	4
Washington	19	60	13	9
West Virginia	14	51	22	13
Wisconsin	19	62	15	4
Wyoming	23	58	14	6

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 141. If I Had It to Do Over Again, I Would Not Become a Public School Teacher

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	17%	21%	29%	34%
Alabama	20	26	25	29
Alaska	11	13	33	43
Arizona	10	22	31	37
Arkansas	18	27	27	28
California	16	17	26	41
Colorado	12	20	32	36
Connecticut	10	18	26	46
Delaware	21	26	27	26
Florida	18	22	28	31
Georgia	17	24	31	29
Hawaii	12	19	39	29
Idaho	15	24	29	33
Illinois	16	23	26	36
Indiana	15	18	30	36
Iowa	13	20	35	32
Kansas	11	18	33	38
Kentucky	19	24	25	32
Louisiana	23	25	21	31
Maine	12	19	33	36
Maryland	19	23	31	27
Massachusetts	18	22	29	32
Michigan	12	21	28	39
Minnesota	13	21	30	36
Mississippi	21	23	26	30
Missouri	12	20	33	35
Montana	10	25	27	38
Nebraska	13	24	24	39
Nevada	21	20	30	29
New Hampshire	11	15	34	40
New Jersey	20	21	26	33
New Mexico	25	18	28	28
New York	14	22	32	32
North Carolina	25	27	26	22
North Dakota	15	24	30	32
Ohio	14	22	28	36
Oklahoma	20	20	33	28
Oregon	16	15	31	38
Pennsylvania	14	21	28	36
Rhode Island	15	16	30	40
South Carolina	20	17	33	30
South Dakota	12	20	29	39
Tennessee	26	22	28	25
Texas	20	20	27	33
Utah	23	22	31	24
Vermont	17	18	26	40
Virginia	17	22	25	35
Washington	16	21	32	31
West Virginia	25	24	30	20
Wisconsin	10	16	33	40
Wyoming	14	19	26	41

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 142. This Is a Poor Time for Any Young Person to Begin a Public School Teaching Career

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	18%	26%	37%	20%
Alabama	19	35	33	13
Alaska	9	20	42	29
Arizona	14	23	40	23
Arkansas	30	30	27	14
California	12	17	42	29
Colorado	14	27	37	22
Connecticut	8	14	43	35
Delaware	11	33	35	21
Florida	19	24	39	17
Georgia	19	34	33	15
Hawaii	7	17	50	26
Idaho	15	27	41	17
Illinois	17	27	39	17
Indiana	15	28	39	18
Iowa	11	25	41	23
Kansas	9	25	44	22
Kentucky	22	28	37	13
Louisiana	27	33	27	13
Maine	13	21	41	26
Maryland	13	22	46	20
Massachusetts	34	31	25	9
Michigan	15	23	40	22
Minnesota	11	24	45	20
Mississippi	20	25	30	25
Missouri	16	28	38	18
Montana	17	27	35	21
Nebraska	10	26	43	21
Nevada	17	24	37	22
New Hampshire	15	25	37	24
New Jersey	16	24	40	20
New Mexico	28	30	29	13
New York	17	25	37	21
North Carolina	25	31	34	10
North Dakota	30	32	25	12
Ohio	15	29	35	21
Oklahoma	30	27	30	13
Oregon	10	28	44	18
Pennsylvania	8	20	48	24
Rhode Island	13	22	44	21
South Carolina	15	24	37	24
South Dakota	13	29	40	18
Tennessee	27	30	31	12
Texas	25	31	26	18
Utah	31	32	28	10
Vermont	15	22	37	26
Virginia	13	26	41	20
Washington	27	26	34	14
West Virginia	42	33	19	7
Wisconsin	11	19	41	29
Wyoming	11	24	39	26

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 143. Which of the Following Best Describes Your Career Plans Right Now?

	I PLAN TO TEACH UNTIL I RETIRE	I MAY TAKE TIME OFF BUT PLAN TO RETURN TO TEACHING	I WILL PROBABLY CONTINUE TEACHING	I DEFINITELY PLAN TO LEAVE TEACHING AS SOON AS I CAN	I AM UNDECIDED AT THIS TIME
ALL TEACHERS, 1990	63%	6%	19%	5%	8%
ALL TEACHERS, 1987	56	6	21	7	10
Alabama	65	2	17	7	8
Alaska	64	12	13	6	6
Arizona	62	5	22	3	9
Arkansas	54	4	26	7	10
California	66	7	15	7	5
Colorado	58	8	19	4	11
Connecticut	77	3	11	2	6
Delaware	65	4	17	4	10
Florida	58	7	19	6	10
Georgia	59	5	19	7	9
Hawaii	66	5	20	3	6
Idaho	54	7	24	7	8
Illinois	65	6	19	4	6
Indiana	67	5	21	3	5
Iowa	52	5	30	5	7
Kansas	54	9	24	3	10
Kentucky	71	4	13	4	7
Louisiana	62	4	15	8	11
Maine	59	7	18	3	13
Maryland	65	4	17	5	9
Massachusetts	67	3	15	5	10
Michigan	73	4	13	5	5
Minnesota	65	7	19	3	7
Mississippi	66	3	16	6	9
Missouri	64	3	20	4	8
Montana	65	5	18	5	7
Nebraska	55	7	28	3	8
Nevada	61	5	18	8	8
New Hampshire	51	13	23	4	9
New Jersey	64	6	18	5	7
New Mexico	60	4	21	8	7
New York	70	6	14	5	5
North Carolina	54	3	23	7	12
North Dakota	47	4	33	5	11
Ohio	73	2	16	3	6
Oklahoma	59	5	22	6	8
Oregon	61	8	21	4	6
Pennsylvania	70	7	14	3	7
Rhode Island	77	5	11	4	3
South Carolina	57	7	19	6	11
South Dakota	54	8	23	5	10
Tennessee	60	5	20	6	10
Texas	49	7	27	6	11
Utah	48	9	28	8	7
Vermont	52	9	24	6	9
Virginia	58	6	20	6	10
Washington	61	7	18	4	10
West Virginia	53	3	30	5	9
Wisconsin	70	4	16	3	7
Wyoming	57	7	21	5	10

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 144. My School District Provides the Conditions and Support for Teachers to Retire with Dignity

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	16%	49%	20%	14%
Alabama	27	51	14	8
Alaska	31	51	9	9
Arizona	15	52	17	16
Arkansas	16	50	21	13
California	10	47	20	23
Colorado	19	48	18	15
Connecticut	17	52	21	10
Delaware	13	50	25	12
Florida	15	48	23	14
Georgia	18	55	16	10
Hawaii	18	58	18	6
Idaho	9	50	24	17
Illinois	14	50	21	15
Indiana	13	49	24	14
Iowa	13	50	24	12
Kansas	12	50	26	12
Kentucky	20	54	17	9
Louisiana	17	40	25	18
Maine	16	48	25	12
Maryland	13	51	18	18
Massachusetts	9	43	27	21
Michigan	23	44	18	15
Minnesota	15	50	23	12
Mississippi	27	45	17	11
Missouri	18	54	18	10
Montana	13	44	29	14
Nebraska	21	49	22	8
Nevada	13	51	24	13
New Hampshire	5	42	31	22
New Jersey	14	51	22	14
New Mexico	12	48	26	15
New York	17	49	19	16
North Carolina	22	53	15	10
North Dakota	14	46	26	14
Ohio	21	54	17	8
Oklahoma	17	47	23	13
Oregon	18	50	22	9
Pennsylvania	19	51	18	12
Rhode Island	18	52	18	12
South Carolina	24	51	18	8
South Dakota	14	49	23	15
Tennessee	14	46	21	18
Texas	18	48	22	12
Utah	10	51	23	15
Vermont	6	35	30	28
Virginia	16	56	20	8
Washington	8	46	24	22
West Virginia	8	43	24	24
Wisconsin	19	47	20	14
Wyoming	18	53	19	11

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 145. During the School Year, How Many Hours Per Week Do You Typically Work for Pay Outside Your Regular Teaching?

	NONE	1 TO 8 HOURS	9 TO 16 HOURS	OVER 16 HOURS
ALL TEACHERS, 1990	65%	21%	8%	6%
Alabama	70	16	7	7
Alaska	69	18	6	7
Arizona	61	22	11	6
Arkansas	65	20	9	6
California	68	19	8	5
Colorado	64	22	7	7
Connecticut	70	18	7	5
Delaware	61	24	9	6
Florida	63	23	8	7
Georgia	66	24	6	5
Hawaii	70	17	8	5
Idaho	62	22	9	7
Illinois	69	21	6	4
Indiana	58	24	9	9
Iowa	58	25	11	5
Kansas	60	21	11	7
Kentucky	68	16	11	5
Louisiana	71	19	5	6
Maine	63	23	9	5
Maryland	67	19	9	6
Massachusetts	60	22	10	8
Michigan	70	17	8	5
Minnesota	57	26	13	5
Mississippi	71	17	8	5
Missouri	61	24	10	5
Montana	68	17	7	8
Nebraska	61	23	7	9
Nevada	60	22	10	7
New Hampshire	67	17	9	7
New Jersey	55	25	11	8
New Mexico	63	21	10	5
New York	61	25	8	5
North Carolina	67	17	8	7
North Dakota	65	20	10	6
Ohio	68	19	7	5
Oklahoma	61	19	11	9
Oregon	67	20	7	7
Pennsylvania	58	26	8	8
Rhode Island	64	22	9	5
South Carolina	72	16	8	4
South Dakota	69	20	6	5
Tennessee	68	17	8	8
Texas	68	19	7	6
Utah	54	22	12	12
Vermont	62	21	11	6
Virginia	67	20	8	6
Washington	62	22	9	7
West Virginia	66	20	9	5
Wisconsin	64	23	8	5
Wyoming	65	20	9	7

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 146. Are You Now Participating in Any of the Following Performance-based Pay Programs? . . . Career Ladder

	YES	NO	NOT SURE
ALL TEACHERS, 1990	20%	75%	4%
Alabama	0	97	3
Alaska	13	82	5
Arizona	18	80	2
Arkansas	9	86	5
California	14	80	6
Colorado	16	78	6
Connecticut	10	86	4
Delaware	10	85	5
Florida	9	88	3
Georgia	8	84	8
Hawaii	13	79	8
Idaho	11	83	6
Illinois	15	80	5
Indiana	7	89	3
Iowa	33	59	7
Kansas	20	73	7
Kentucky	5	93	2
Louisiana	3	93	4
Maine	14	83	3
Maryland	6	88	5
Massachusetts	10	86	3
Michigan	10	86	4
Minnesota	25	68	7
Mississippi	7	87	6
Missouri	24	73	3
Montana	25	67	8
Nebraska	21	69	9
Nevada	16	80	4
New Hampshire	17	76	7
New Jersey	7	88	5
New Mexico	15	80	5
New York	6	89	5
North Carolina	20	78	2
North Dakota	27	67	6
Ohio	7	88	4
Oklahoma	25	69	5
Oregon	16	79	5
Pennsylvania	13	83	4
Rhode Island	5	92	3
South Carolina	5	92	3
South Dakota	19	72	9
Tennessee	92	7	1
Texas	84	15	1
Utah	94	5	0
Vermont	10	84	6
Virginia	18	76	5
Washington	12	82	6
West Virginia	5	93	2
Wisconsin	18	76	6
Wyoming	16	78	6

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 147. Are You Now Participating in Any of the Following Performance-based Pay Programs? . . . Mentor-Teacher

	YES	NO	NOT SURE
ALL TEACHERS, 1990	7%	90%	2%
Alabama	2	96	3
Alaska	1	97	2
Arizona	4	95	1
Arkansas	1	96	3
California	18	82	0
Colorado	5	92	3
Connecticut	19	80	1
Delaware	5	92	3
Florida	6	90	4
Georgia	3	89	7
Hawaii	3	93	4
Idaho	14	83	3
Illinois	2	97	2
Indiana	11	88	1
Iowa	8	87	5
Kansas	2	95	3
Kentucky	7	89	4
Louisiana	4	93	3
Maine	13	83	4
Maryland	5	94	1
Massachusetts	2	96	2
Michigan	1	96	3
Minnesota	10	89	2
Mississippi	0	93	7
Missouri	19	79	2
Montana	1	96	3
Nebraska	3	93	4
Nevada	5	93	3
New Hampshire	3	93	4
New Jersey	3	94	2
New Mexico	5	92	2
New York	5	93	1
North Carolina	24	73	3
North Dakota	1	93	6
Ohio	5	94	2
Oklahoma	7	89	4
Oregon	10	89	1
Pennsylvania	13	85	2
Rhode Island	2	96	2
South Carolina	5	93	3
South Dakota	8	89	4
Tennessee	3	94	3
Texas	6	92	2
Utah	25	72	4
Vermont	4	94	3
Virginia	5	91	4
Washington	10	89	1
West Virginia	2	95	3
Wisconsin	4	94	2
Wyoming	2	96	2

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 148. Are You Now Participating in Any of the Following Performance-based Pay Programs? . . . Merit Pay

	YES	NO	NOT SURE
ALL TEACHERS, 1990	4%	95%	1%
Alabama	0	97	2
Alaska	0	99	1
Arizona	2	97	0
Arkansas	2	97	2
California	3	97	0
Colorado	1	97	1
Connecticut	1	99	1
Delaware	2	96	3
Florida	10	88	2
Georgia	5	88	6
Hawaii	2	95	3
Idaho	1	97	2
Illinois	1	98	1
Indiana	1	99	0
Iowa	31	67	2
Kansas	0	99	1
Kentucky	3	96	1
Louisiana	4	94	2
Maine	1	97	1
Maryland	1	99	1
Massachusetts	2	98	1
Michigan	0	99	1
Minnesota	1	99	0
Mississippi	3	92	5
Missouri	2	96	2
Montana	0	98	1
Nebraska	4	95	1
Nevada	2	97	1
New Hampshire	4	94	2
New Jersey	1	97	2
New Mexico	2	98	0
New York	2	97	1
North Carolina	6	91	3
North Dakota	1	98	1
Ohio	1	99	0
Oklahoma	1	98	1
Oregon	1	99	0
Pennsylvania	0	99	1
Rhode Island	1	98	1
South Carolina	30	68	2
South Dakota	0	98	2
Tennessee	16	81	3
Texas	6	93	1
Utah	32	62	6
Vermont	0	99	1
Virginia	7	93	1
Washington	1	97	2
West Virginia	1	98	1
Wisconsin	2	97	1
Wyoming	1	98	1

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 149. In Your Opinion, How Well Are Classroom Teachers in Your School Performing Their Roles?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
ALL TEACHERS, 1990	32%	59%	8%	0%	1%
ALL TEACHERS, 1987	29	62	8	0	1
Alabama	24	61	13	0	1
Alaska	33	56	10	1	1
Arizona	34	57	7	1	1
Arkansas	25	65	8	1	1
California	33	58	8	0	1
Colorado	35	56	8	0	1
Connecticut	37	56	5	0	2
Delaware	31	60	7	1	1
Florida	27	59	12	0	2
Georgia	30	62	6	0	2
Hawaii	16	71	11	1	1
Idaho	36	58	7	0	0
Illinois	34	58	6	0	1
Indiana	28	63	8	0	1
Iowa	33	57	9	1	1
Kansas	34	58	7	0	1
Kentucky	28	60	11	0	1
Louisiana	24	61	14	0	1
Maine	33	57	8	1	1
Maryland	27	63	9	0	1
Massachusetts	28	60	11	1	0
Michigan	26	62	10	1	1
Minnesota	40	54	6	0	1
Mississippi	24	63	10	1	2
Missouri	32	58	8	1	0
Montana	39	52	8	1	0
Nebraska	40	53	7	0	0
Nevada	30	57	12	1	1
New Hampshire	34	59	6	0	0
New Jersey	36	55	7	1	1
New Mexico	22	67	10	2	0
New York	29	63	6	1	1
North Carolina	30	60	8	0	2
North Dakota	39	52	8	1	0
Ohio	31	59	9	1	0
Oklahoma	31	57	11	0	1
Oregon	36	54	9	0	1
Pennsylvania	34	58	8	0	0
Rhode Island	32	60	7	0	1
South Carolina	34	55	9	0	2
South Dakota	39	55	4	1	1
Tennessee	27	61	11	1	1
Texas	37	53	9	1	0
Utah	44	51	4	0	1
Vermont	32	58	7	0	1
Virginia	26	62	10	0	1
Washington	38	54	6	2	1
West Virginia	29	60	10	0	0
Wisconsin	36	58	5	0	1
Wyoming	38	54	8	0	0

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 150. In Your Opinion, How Well Is the Principal in Your School Performing His/Her Role?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
ALL TEACHERS, 1990	26%	38%	25%	11%	0%
ALL TEACHERS, 1987	27	40	22	10	1
Alabama	20	43	24	13	0
Alaska	28	34	26	11	0
Arizona	31	33	27	10	0
Arkansas	26	44	21	10	0
California	25	35	29	10	1
Colorado	25	42	24	9	0
Connecticut	26	37	29	7	2
Delaware	17	41	30	10	1
Florida	26	34	29	11	0
Georgia	35	41	18	5	0
Hawaii	17	42	31	10	1
Idaho	30	44	17	9	0
Illinois	21	42	25	12	0
Indiana	24	40	25	10	1
Iowa	27	36	27	10	1
Kansas	27	41	23	9	0
Kentucky	32	38	21	8	1
Louisiana	27	40	18	13	1
Maine	26	40	24	10	0
Maryland	21	39	29	11	0
Massachusetts	22	35	28	14	1
Michigan	23	38	24	15	0
Minnesota	24	37	24	15	0
Mississippi	36	38	18	6	1
Missouri	28	36	26	10	0
Montana	23	34	27	15	1
Nebraska	32	34	25	8	1
Nevada	30	35	24	10	1
New Hampshire	23	35	28	13	0
New Jersey	22	43	26	9	1
New Mexico	26	39	24	12	0
New York	21	38	25	16	0
North Carolina	30	38	23	9	0
North Dakota	27	39	20	14	0
Ohio	28	40	22	10	0
Oklahoma	27	39	23	11	0
Oregon	24	42	21	12	0
Pennsylvania	20	40	26	13	1
Rhode Island	26	31	32	11	1
South Carolina	28	40	25	6	0
South Dakota	28	38	24	10	0
Tennessee	31	39	21	9	0
Texas	29	36	27	9	0
Utah	37	39	18	6	0
Vermont	21	41	28	10	1
Virginia	24	42	26	8	0
Washington	26	38	25	11	0
West Virginia	27	43	22	8	0
Wisconsin	24	39	27	10	1
Wyoming	26	41	22	11	0

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 151. In Your Opinion, How Well Is the Superintendent in Your District Performing His/Her Role?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
ALL TEACHERS, 1990	14%	38%	29%	13%	6%
ALL TEACHERS, 1987	18	44	25	12	1
Alabama	12	42	28	12	6
Alaska	9	43	31	13	4
Arizona	14	34	30	17	5
Arkansas	18	40	29	9	3
California	11	31	31	21	6
Colorado	12	32	33	17	6
Connecticut	12	43	32	7	6
Delaware	7	33	35	14	11
Florida	15	40	27	8	10
Georgia	17	41	24	10	8
Hawaii	9	43	30	8	10
Idaho	13	37	27	20	3
Illinois	13	41	28	12	6
Indiana	10	40	31	14	5
Iowa	15	35	31	14	5
Kansas	15	46	28	8	3
Kentucky	22	41	23	9	5
Louisiana	11	38	30	16	5
Maine	17	35	31	13	4
Maryland	11	44	28	11	6
Massachusetts	17	35	30	13	6
Michigan	9	39	29	15	7
Minnesota	13	37	30	15	5
Mississippi	23	39	22	10	5
Missouri	21	39	25	10	5
Montana	19	41	24	12	4
Nebraska	25	42	21	8	3
Nevada	9	43	28	11	9
New Hampshire	12	43	26	13	5
New Jersey	13	38	32	10	6
New Mexico	11	38	30	16	6
New York	11	41	28	12	8
North Carolina	13	40	28	10	9
North Dakota	13	39	28	17	2
Ohio	17	34	31	14	4
Oklahoma	19	39	21	14	6
Oregon	19	40	21	13	7
Pennsylvania	14	34	32	15	5
Rhode Island	16	35	28	15	7
South Carolina	14	42	28	9	6
South Dakota	21	40	27	9	3
Tennessee	17	42	26	10	6
Texas	16	40	28	12	4
Utah	23	39	23	9	6
Vermont	11	40	28	15	5
Virginia	15	44	24	7	10
Washington	16	35	29	16	5
West Virginia	11	36	33	15	4
Wisconsin	13	39	28	13	7
Wyoming	15	39	27	14	4

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 152. In Your Opinion, How Well Are the School Board Members in Your District Performing Their Roles?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
ALL TEACHERS, 1990	6%	37%	37%	16%	5%
ALL TEACHERS, 1987	8	45	33	13	1
Alabama	6	35	41	12	7
Alaska	4	28	43	22	2
Arizona	7	33	39	17	3
Arkansas	6	38	37	16	2
California	6	33	40	16	5
Colorado	6	38	34	18	5
Connecticut	7	43	33	12	6
Delaware	5	30	40	20	5
Florida	4	39	36	12	9
Georgia	6	36	38	11	9
Hawaii	2	28	44	16	10
Idaho	7	40	36	15	3
Illinois	5	42	37	12	5
Indiana	3	32	44	18	2
Iowa	8	49	31	10	2
Kansas	9	43	35	10	3
Kentucky	9	34	36	15	6
Louisiana	4	24	39	30	4
Maine	6	49	30	12	3
Maryland	5	34	39	12	10
Massachusetts	6	35	37	18	4
Michigan	5	40	35	16	5
Minnesota	8	38	39	14	2
Mississippi	11	39	28	16	6
Missouri	9	39	35	13	3
Montana	10	39	33	15	2
Nebraska	11	46	34	7	2
Nevada	3	26	48	18	5
New Hampshire	6	39	38	16	1
New Jersey	4	34	38	18	7
New Mexico	5	33	42	17	3
New York	7	36	33	16	8
North Carolina	5	41	34	15	5
North Dakota	4	47	32	16	1
Ohio	5	34	39	16	5
Oklahoma	10	36	33	18	3
Oregon	4	40	37	15	5
Pennsylvania	5	30	38	22	5
Rhode Island	5	25	42	22	5
South Carolina	4	37	38	16	5
South Dakota	4	42	41	11	2
Tennessee	4	32	41	20	4
Texas	8	38	35	17	3
Utah	7	34	36	15	8
Vermont	10	42	34	13	1
Virginia	4	41	39	9	8
Washington	8	43	32	11	5
West Virginia	2	28	38	30	3
Wisconsin	4	40	39	13	4
Wyoming	4	40	39	14	2

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 153. In Your Opinion, How Well Are Education Officials in Your State Performing Their Roles?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
ALL TEACHERS, 1990	2%	27%	41%	20%	10%
ALL TEACHERS, 1987	5	44	37	13	1
Alabama	3	33	44	12	7
Alaska	3	31	43	11	12
Arizona	3	27	41	22	8
Arkansas	2	19	45	29	5
California	3	28	39	20	10
Colorado	2	25	43	17	14
Connecticut	9	48	30	7	7
Delaware	4	30	44	13	8
Florida	3	35	37	14	12
Georgia	4	28	44	17	8
Hawaii	3	34	43	12	8
Idaho	4	37	41	13	4
Illinois	1	20	46	19	14
Indiana	1	24	48	22	5
Iowa	5	45	34	9	7
Kansas	1	27	41	17	14
Kentucky	1	17	44	32	6
Louisiana	1	21	43	30	5
Maine	2	26	48	15	7
Maryland	3	29	42	13	14
Massachusetts	1	15	36	36	12
Michigan	1	20	40	25	14
Minnesota	2	35	44	12	7
Mississippi	5	41	35	11	8
Missouri	2	25	43	22	9
Montana	5	44	34	15	2
Nebraska	7	36	35	10	12
Nevada	2	26	43	22	7
New Hampshire	1	18	41	29	10
New Jersey	3	31	45	12	10
New Mexico	1	17	40	38	4
New York	1	28	42	13	15
North Carolina	1	35	43	15	7
North Dakota	2	33	40	21	3
Ohio	1	21	41	22	15
Oklahoma	2	17	41	38	3
Oregon	2	22	46	20	11
Pennsylvania	1	26	45	16	13
Rhode Island	1	33	44	14	7
South Carolina	6	42	33	11	7
South Dakota	2	22	46	23	7
Tennessee	1	28	47	16	8
Texas	1	20	41	31	7
Utah	2	23	39	29	8
Vermont	2	29	42	20	7
Virginia	4	41	35	8	12
Washington	1	20	39	33	7
West Virginia	1	11	41	45	2
Wisconsin	4	47	34	7	8
Wyoming	3	33	45	14	5

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 154. How Would You Rate the Level of Financial Support for Elementary and Secondary Education Provided by Your State Legislature?

	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
ALL TEACHERS, 1990	1%	16%	42%	37%	5%
Alabama	1	15	48	33	3
Alaska	15	48	28	8	2
Arizona	0	6	34	57	3
Arkansas	1	6	32	61	1
California	1	12	45	40	3
Colorado	1	14	43	38	4
Connecticut	8	41	37	8	6
Delaware	2	31	49	15	4
Florida	1	17	49	30	4
Georgia	0	20	46	31	3
Hawaii	3	40	45	12	1
Idaho	0	7	36	55	1
Illinois	1	5	40	50	4
Indiana	1	14	47	35	3
Iowa	5	34	46	11	3
Kansas	1	15	50	31	4
Kentucky	0	6	34	58	2
Louisiana	0	11	38	47	4
Maine	1	24	51	17	8
Maryland	1	20	48	23	8
Massachusetts	0	4	32	62	2
Michigan	0	6	32	58	5
Minnesota	2	27	49	20	3
Mississippi	2	16	44	36	2
Missouri	0	10	41	46	3
Montana	0	7	38	53	2
Nebraska	2	14	34	48	3
Nevada	1	18	39	40	2
New Hampshire	0	4	14	78	4
New Jersey	1	21	50	17	10
New Mexico	0	4	30	64	2
New York	3	31	44	15	7
North Carolina	1	15	53	28	3
North Dakota	0	4	18	78	0
Ohio	0	8	43	39	9
Oklahoma	0	4	18	77	0
Oregon	0	5	19	72	3
Pennsylvania	1	23	49	14	13
Rhode Island	3	27	50	16	5
South Carolina	5	31	45	15	5
South Dakota	0	4	30	65	2
Tennessee	0	9	48	40	4
Texas	0	13	39	45	3
Utah	0	2	20	77	0
Vermont	1	20	42	35	3
Virginia	1	27	52	15	5
Washington	0	5	28	66	1
West Virginia	1	2	18	79	1
Wisconsin	2	25	47	16	10
Wyoming	3	29	44	22	2

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 155. How Would You Rate Your Own Salary?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	3%	34%	46%	17%
Alabama	1	22	55	22
Alaska	17	59	21	3
Arizona	2	30	52	16
Arkansas	0	16	48	36
California	4	43	39	15
Colorado	3	35	48	15
Connecticut	17	65	17	0
Delaware	1	39	50	9
Florida	1	32	48	19
Georgia	2	25	56	17
Hawaii	1	40	48	12
Idaho	0	13	47	40
Illinois	2	35	46	17
Indiana	2	38	48	11
Iowa	1	30	57	13
Kansas	1	30	56	12
Kentucky	1	18	57	24
Louisiana	0	11	50	40
Maine	2	36	50	12
Maryland	3	41	45	11
Massachusetts	1	35	50	14
Michigan	6	49	35	10
Minnesota	2	38	48	12
Mississippi	1	26	58	15
Missouri	1	26	52	21
Montana	0	26	51	23
Nebraska	3	27	54	16
Nevada	2	32	52	14
New Hampshire	3	42	39	16
New Jersey	4	42	42	12
New Mexico	0	13	47	41
New York	8	45	38	9
North Carolina	0	24	51	25
North Dakota	1	13	39	47
Ohio	3	35	50	12
Oklahoma	1	12	48	38
Oregon	2	39	45	15
Pennsylvania	3	42	45	10
Rhode Island	8	55	31	7
South Carolina	1	36	52	11
South Dakota	1	9	36	54
Tennessee	0	23	55	21
Texas	2	26	48	23
Utah	0	7	40	53
Vermont	3	45	39	13
Virginia	3	36	50	11
Washington	2	21	52	24
West Virginia	0	3	25	72
Wisconsin	3	48	41	9
Wyoming	4	43	42	11

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 156. How Would You Rate the Principal in Your School Regarding His/Her Support for Teachers?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	29%	36%	26%	10%
ALL TEACHERS, 1987	37	34	19	10
Alabama	28	36	25	11
Alaska	30	33	25	11
Arizona	35	31	24	10
Arkansas	32	35	24	9
California	30	36	24	11
Colorado	31	38	24	7
Connecticut	29	35	26	10
Delaware	20	42	30	9
Florida	27	34	29	11
Georgia	37	35	22	6
Hawaii	20	38	32	10
Idaho	34	40	17	9
Illinois	23	40	27	10
Indiana	24	38	25	12
Iowa	29	34	30	8
Kansas	26	42	25	7
Kentucky	33	35	24	8
Louisiana	31	36	20	13
Maine	33	38	19	10
Maryland	22	35	31	11
Massachusetts	23	36	31	10
Michigan	28	35	26	11
Minnesota	25	38	26	12
Mississippi	40	32	22	5
Missouri	31	33	28	8
Montana	27	34	25	14
Nebraska	35	32	24	9
Nevada	31	32	26	11
New Hampshire	29	36	25	10
New Jersey	26	39	26	9
New Mexico	28	37	25	10
New York	24	32	32	13
North Carolina	29	37	25	9
North Dakota	30	36	25	10
Ohio	31	37	22	10
Oklahoma	33	34	24	9
Oregon	30	37	21	12
Pennsylvania	22	40	27	11
Rhode Island	30	31	29	11
South Carolina	28	37	26	9
South Dakota	29	40	23	8
Tennessee	34	36	21	10
Texas	32	33	26	9
Utah	39	35	17	9
Vermont	26	35	29	10
Virginia	29	35	29	6
Washington	28	36	27	9
West Virginia	34	38	21	8
Wisconsin	29	32	27	12
Wyoming	29	37	24	10

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 157. How Would You Rate the Effectiveness of the Principal at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	15%	40%	31%	14%
Alabama	13	41	31	15
Alaska	15	39	27	18
Arizona	20	39	21	20
Arkansas	16	45	28	11
California	17	39	31	14
Colorado	15	43	29	13
Connecticut	13	43	32	13
Delaware	9	38	37	16
Florida	18	33	36	13
Georgia	21	46	25	8
Hawaii	8	43	37	12
Idaho	18	45	25	12
Illinois	9	45	32	13
Indiana	12	45	29	14
Iowa	14	44	28	15
Kansas	15	46	27	11
Kentucky	18	43	27	12
Louisiana	18	40	28	14
Maine	16	43	26	15
Maryland	13	37	35	16
Massachusetts	13	36	35	16
Michigan	12	39	31	18
Minnesota	12	41	31	16
Mississippi	27	42	24	7
Missouri	16	39	32	13
Montana	13	35	34	17
Nebraska	17	42	29	12
Nevada	23	35	27	15
New Hampshire	16	34	37	13
New Jersey	11	42	32	15
New Mexico	17	42	26	15
New York	11	36	35	18
North Carolina	18	39	31	12
North Dakota	13	43	28	17
Ohio	17	42	28	14
Oklahoma	20	40	26	13
Oregon	15	45	26	14
Pennsylvania	11	38	35	17
Rhode Island	17	34	32	17
South Carolina	17	43	29	11
South Dakota	18	40	27	15
Tennessee	21	42	24	13
Texas	17	38	33	12
Utah	23	47	19	10
Vermont	12	39	34	15
Virginia	16	43	29	11
Washington	14	42	30	14
West Virginia	20	42	28	10
Wisconsin	13	40	35	13
Wyoming	15	43	30	12

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 158. How Would You Rate Parental Support of Teachers at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	4%	33%	44%	19%
Alabama	2	28	45	25
Alaska	4	33	41	22
Arizona	7	35	37	21
Arkansas	2	27	47	24
California	5	32	42	20
Colorado	4	40	38	17
Connecticut	4	41	44	11
Delaware	3	28	49	20
Florida	4	29	49	18
Georgia	3	25	49	24
Hawaii	4	31	46	19
Idaho	6	36	45	13
Illinois	2	36	47	14
Indiana	2	34	47	17
Iowa	5	44	41	11
Kansas	5	41	42	12
Kentucky	3	29	45	22
Louisiana	5	26	40	29
Maine	3	40	47	10
Maryland	3	31	46	21
Massachusetts	4	30	47	18
Michigan	2	37	43	18
Minnesota	6	44	41	9
Mississippi	3	26	42	29
Missouri	4	30	48	18
Montana	5	45	41	9
Nebraska	7	40	41	12
Nevada	6	26	41	26
New Hampshire	3	39	46	12
New Jersey	1	37	45	17
New Mexico	3	35	37	24
New York	4	34	43	19
North Carolina	3	28	44	25
North Dakota	7	42	40	11
Ohio	3	31	49	17
Oklahoma	4	36	44	16
Oregon	5	44	38	13
Pennsylvania	2	35	44	19
Rhode Island	5	29	45	21
South Carolina	4	30	44	23
South Dakota	4	41	44	11
Tennessee	4	28	45	23
Texas	1	30	44	24
Utah	8	40	41	12
Vermont	4	40	39	16
Virginia	2	35	45	18
Washington	6	41	40	14
West Virginia	4	31	45	20
Wisconsin	5	38	44	14
Wyoming	5	42	38	15

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 159. How Would You Rate Sense of Community Among Faculty and Staff at Your School?

	EXCELLENT	GOOD	FAIR	POOR
ALL TEACHERS, 1990	11%	40%	36%	13%
Alabama	7	42	34	16
Alaska	11	38	37	14
Arizona	12	44	31	13
Arkansas	11	41	34	14
California	14	39	37	11
Colorado	13	38	36	14
Connecticut	8	45	35	12
Delaware	10	34	38	18
Florida	10	36	37	16
Georgia	11	47	30	11
Hawaii	6	41	38	15
Idaho	16	44	30	10
Illinois	12	38	40	10
Indiana	11	42	36	11
Iowa	13	41	34	13
Kansas	14	44	33	9
Kentucky	12	42	32	13
Louisiana	14	37	32	18
Maine	18	39	33	10
Maryland	7	40	37	17
Massachusetts	10	35	37	18
Michigan	15	34	37	14
Minnesota	11	44	35	10
Mississippi	16	40	31	13
Missouri	13	46	29	12
Montana	13	45	33	9
Nebraska	9	48	34	9
Nevada	11	34	41	15
New Hampshire	16	36	36	12
New Jersey	7	42	37	14
New Mexico	11	34	38	17
New York	8	38	36	18
North Carolina	8	43	33	16
North Dakota	12	40	32	16
Ohio	12	41	35	12
Oklahoma	20	41	31	8
Oregon	13	43	30	13
Pennsylvania	10	38	41	11
Rhode Island	11	40	32	17
South Carolina	10	37	38	14
South Dakota	14	44	32	9
Tennessee	15	37	34	15
Texas	8	40	40	12
Utah	17	44	30	8
Vermont	13	38	38	11
Virginia	13	43	33	11
Washington	14	42	35	9
West Virginia	12	39	35	13
Wisconsin	13	41	34	12
Wyoming	13	42	32	13

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 160. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Salary Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	63%	24%	12%	1%
ALL TEACHERS, 1987	58	26	15	0
Alabama	58	33	9	0
Alaska	34	35	29	3
Arizona	45	30	22	3
Arkansas	45	35	18	2
California	71	17	10	2
Colorado	43	36	19	2
Connecticut	96	4	0	0
Delaware	77	16	6	1
Florida	68	21	9	1
Georgia	65	26	7	2
Hawaii	87	8	3	2
Idaho	43	34	20	3
Illinois	51	36	13	0
Indiana	62	26	12	1
Iowa	62	26	11	0
Kansas	56	31	13	1
Kentucky	59	31	10	0
Louisiana	65	26	8	1
Maine	77	19	3	1
Maryland	77	15	8	1
Massachusetts	52	31	16	1
Michigan	67	23	9	1
Minnesota	47	30	22	1
Mississippi	92	7	1	0
Missouri	52	33	14	1
Montana	41	28	30	1
Nebraska	60	31	8	1
Nevada	67	20	13	0
New Hampshire	74	12	13	2
New Jersey	76	17	6	2
New Mexico	27	41	32	0
New York	76	19	5	0
North Carolina	75	18	7	0
North Dakota	35	31	33	1
Ohio	63	24	11	1
Oklahoma	29	38	32	0
Oregon	53	30	16	1
Pennsylvania	82	12	5	1
Rhode Island	75	20	3	1
South Carolina	78	15	5	2
South Dakota	28	44	25	3
Tennessee	67	26	7	0
Texas	51	34	15	1
Utah	9	40	48	2
Vermont	81	13	5	1
Virginia	79	16	5	1
Washington	25	32	43	1
West Virginia	10	36	53	1
Wisconsin	66	25	7	2
Wyoming	24	29	47	1

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 161. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Inservice Education Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	52%	36%	10%	2%
ALL TEACHERS, 1987	50	34	15	1
Alabama	55	34	8	2
Alaska	43	41	13	2
Arizona	45	41	12	3
Arkansas	73	21	5	1
California	57	32	8	3
Colorado	49	36	12	3
Connecticut	82	14	4	0
Delaware	53	37	8	1
Florida	61	30	7	2
Georgia	67	26	5	3
Hawaii	50	42	5	3
Idaho	44	39	11	5
Illinois	46	44	9	0
Indiana	39	43	16	1
Iowa	51	42	7	1
Kansas	68	23	7	2
Kentucky	52	41	6	1
Louisiana	49	36	13	3
Maine	65	27	6	2
Maryland	40	46	12	2
Massachusetts	39	39	21	1
Michigan	45	41	12	2
Minnesota	55	34	10	1
Mississippi	74	17	6	2
Missouri	61	30	7	2
Montana	50	36	12	1
Nebraska	54	37	8	1
Nevada	56	35	6	2
New Hampshire	47	40	11	3
New Jersey	44	42	11	2
New Mexico	44	36	20	0
New York	56	35	6	2
North Carolina	64	27	7	2
North Dakota	52	36	11	1
Ohio	47	42	10	2
Oklahoma	65	30	5	0
Oregon	45	43	10	2
Pennsylvania	51	35	13	1
Rhode Island	57	33	8	2
South Carolina	62	26	9	3
South Dakota	68	22	6	4
Tennessee	35	52	12	1
Texas	42	43	13	2
Utah	51	38	9	2
Vermont	47	36	15	2
Virginia	50	41	8	1
Washington	63	25	10	2
West Virginia	39	45	15	1
Wisconsin	57	36	6	2
Wyoming	49	35	15	1

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 162. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Have Partnerships with Business and Industry Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	37%	41%	6%	15%
ALL TEACHERS, 1987	36	39	6	19
Alabama	56	32	5	7
Alaska	19	54	6	21
Arizona	30	46	9	15
Arkansas	40	41	6	13
California	39	41	6	14
Colorado	42	40	6	12
Connecticut	36	42	4	18
Delaware	36	44	5	16
Florida	65	24	3	7
Georgia	55	32	4	9
Hawaii	47	35	1	17
Idaho	33	46	6	15
Illinois	24	51	8	17
Indiana	30	49	6	15
Iowa	37	47	4	12
Kansas	34	42	6	19
Kentucky	49	36	3	11
Louisiana	60	26	6	8
Maine	20	61	4	15
Maryland	49	32	4	14
Massachusetts	29	47	11	13
Michigan	31	44	6	18
Minnesota	28	49	9	15
Mississippi	56	29	4	11
Missouri	38	47	4	12
Montana	13	60	8	19
Nebraska	40	44	5	11
Nevada	52	31	6	11
New Hampshire	20	48	10	22
New Jersey	15	50	6	29
New Mexico	28	47	10	15
New York	19	51	8	22
North Carolina	47	36	6	11
North Dakota	16	56	11	18
Ohio	34	43	8	15
Oklahoma	31	44	7	18
Oregon	30	47	7	16
Pennsylvania	23	52	6	18
Rhode Island	41	37	5	16
South Carolina	71	13	3	12
South Dakota	18	49	5	28
Tennessee	63	25	5	8
Texas	33	38	10	19
Utah	33	40	10	17
Vermont	17	59	7	18
Virginia	50	34	3	13
Washington	34	45	6	15
West Virginia	72	18	5	5
Wisconsin	40	41	5	14
Wyoming	19	54	10	17

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 163. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Money to Support Innovative Ideas Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	31%	44%	19%	6%
ALL TEACHERS, 1987	28	40	27	6
Alabama	24	61	8	7
Alaska	30	39	23	7
Arizona	23	45	26	6
Arkansas	20	57	18	4
California	36	36	20	7
Colorado	43	31	19	7
Connecticut	39	40	15	6
Delaware	31	46	16	7
Florida	39	39	14	8
Georgia	29	48	15	8
Hawaii	32	46	9	12
Idaho	20	53	18	9
Illinois	24	51	21	4
Indiana	40	40	16	5
Iowa	56	30	11	2
Kansas	33	46	14	7
Kentucky	44	40	11	5
Louisiana	22	57	16	5
Maine	47	39	9	5
Maryland	39	41	15	6
Massachusetts	26	27	44	2
Michigan	37	39	20	4
Minnesota	26	44	25	5
Mississippi	22	58	11	9
Missouri	37	44	14	5
Montana	13	53	30	4
Nebraska	25	50	19	6
Nevada	31	44	21	5
New Hampshire	25	44	25	6
New Jersey	34	47	13	6
New Mexico	18	51	27	4
New York	38	39	18	5
North Carolina	42	44	10	4
North Dakota	9	55	32	3
Ohio	30	44	22	4
Oklahoma	17	51	26	6
Oregon	33	39	24	4
Pennsylvania	30	48	14	8
Rhode Island	31	44	18	7
South Carolina	51	33	8	8
South Dakota	15	48	26	11
Tennessee	24	55	15	6
Texas	16	53	22	8
Utah	17	42	33	8
Vermont	39	40	18	3
Virginia	30	47	17	6
Washington	32	42	21	4
West Virginia	32	41	23	5
Wisconsin	25	46	21	8
Wyoming	25	40	31	5

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 164. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Job Security Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	27%	59%	12%	3%
ALL TEACHERS, 1987	25	58	15	2
Alabama	32	62	3	3
Alaska	21	66	9	3
Arizona	18	60	19	3
Arkansas	28	63	6	3
California	25	64	7	4
Colorado	17	65	15	3
Connecticut	31	51	16	2
Delaware	35	53	7	4
Florida	34	55	9	3
Georgia	33	52	11	4
Hawaii	47	48	2	3
Idaho	22	61	10	7
Illinois	18	70	10	1
Indiana	27	56	15	1
Iowa	23	58	16	3
Kansas	25	62	10	3
Kentucky	28	65	4	3
Louisiana	22	57	18	3
Maine	28	67	3	2
Maryland	29	60	9	3
Massachusetts	16	46	37	1
Michigan	28	58	11	3
Minnesota	25	56	18	2
Mississippi	36	57	3	3
Missouri	21	65	11	2
Montana	17	65	17	1
Nebraska	32	59	8	1
Nevada	34	60	4	3
New Hampshire	27	52	17	4
New Jersey	28	59	10	4
New Mexico	9	31	58	2
New York	28	63	8	1
North Carolina	36	56	6	2
North Dakota	15	55	30	1
Ohio	34	52	12	2
Oklahoma	16	65	18	1
Oregon	23	69	7	1
Pennsylvania	32	57	8	3
Rhode Island	39	51	8	2
South Carolina	35	53	8	5
South Dakota	20	64	12	4
Tennessee	25	63	10	2
Texas	21	59	14	6
Utah	14	68	14	4
Vermont	30	58	11	2
Virginia	30	59	9	2
Washington	20	70	7	2
West Virginia	14	47	37	1
Wisconsin	35	51	9	4
Wyoming	10	61	28	1

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 165. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Have Special Awards for Teachers Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	25%	57%	11%	6%
ALL TEACHERS, 1987	28	53	14	5
Alabama	18	61	14	6
Alaska	13	65	12	11
Arizona	25	55	11	8
Arkansas	15	70	10	4
California	25	55	12	9
Colorado	28	54	11	6
Connecticut	43	50	3	4
Delaware	30	55	11	4
Florida	35	53	9	4
Georgia	24	53	15	7
Hawaii	23	63	4	10
Idaho	23	57	11	9
Illinois	21	64	10	6
Indiana	20	64	11	4
Iowa	32	53	9	6
Kansas	22	60	13	5
Kentucky	31	56	7	7
Louisiana	32	49	13	5
Maine	13	73	6	7
Maryland	28	56	9	7
Massachusetts	15	64	14	7
Michigan	21	62	12	5
Minnesota	26	60	10	4
Mississippi	32	61	5	2
Missouri	20	66	10	4
Montana	15	66	12	7
Nebraska	35	53	8	5
Nevada	29	54	10	7
New Hampshire	10	65	16	8
New Jersey	66	28	3	3
New Mexico	13	63	18	5
New York	15	64	13	9
North Carolina	31	52	11	6
North Dakota	15	66	13	6
Ohio	25	57	11	7
Oklahoma	21	59	15	5
Oregon	16	62	14	9
Pennsylvania	14	67	10	9
Rhode Island	19	63	12	6
South Carolina	55	32	7	5
South Dakota	22	61	9	8
Tennessee	30	52	13	5
Texas	23	59	13	5
Utah	25	53	16	5
Vermont	31	51	11	6
Virginia	22	62	10	6
Washington	20	61	14	5
West Virginia	33	52	11	4
Wisconsin	28	56	11	6
Wyoming	20	61	16	3

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 166. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Have Teacher Recruitment and Selection Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	17%	57%	10%	16%
ALL TEACHERS, 1987	22	43	15	20
Alabama	13	62	9	16
Alaska	13	61	15	11
Arizona	19	56	13	12
Arkansas	17	60	7	16
California	14	53	14	19
Colorado	16	53	13	17
Connecticut	35	43	7	15
Delaware	18	48	12	21
Florida	21	47	9	22
Georgia	25	40	10	26
Hawaii	16	60	7	17
Idaho	13	65	7	15
Illinois	16	66	9	8
Indiana	11	60	12	17
Iowa	15	69	6	10
Kansas	13	59	11	18
Kentucky	18	60	5	16
Louisiana	17	54	11	18
Maine	22	60	6	13
Maryland	21	53	6	20
Massachusetts	6	64	17	12
Michigan	13	65	9	14
Minnesota	18	61	10	11
Mississippi	25	46	2	27
Missouri	15	59	12	14
Montana	12	67	11	10
Nebraska	19	58	7	16
Nevada	15	65	7	12
New Hampshire	17	55	12	16
New Jersey	18	62	5	15
New Mexico	12	57	16	15
New York	23	57	12	8
North Carolina	26	48	5	20
North Dakota	12	71	8	9
Ohio	8	65	9	18
Oklahoma	10	64	12	14
Oregon	13	65	8	14
Pennsylvania	14	66	7	14
Rhode Island	13	66	7	15
South Carolina	27	35	8	31
South Dakota	14	66	8	12
Tennessee	17	55	10	18
Texas	15	49	12	23
Utah	14	59	14	13
Vermont	20	58	11	11
Virginia	22	48	6	23
Washington	16	62	11	10
West Virginia	11	62	17	10
Wisconsin	17	58	8	17
Wyoming	14	62	16	7

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 167. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Have Summer Fellowships for Teachers Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	16%	55%	10%	19%
ALL TEACHERS, 1987	19	45	12	24
Alabama	20	59	5	15
Alaska	20	57	9	14
Arizona	10	60	12	19
Arkansas	15	64	7	13
California	13	52	9	26
Colorado	12	54	12	22
Connecticut	38	40	4	17
Delaware	24	51	7	18
Florida	28	45	9	17
Georgia	29	46	8	17
Hawaii	27	48	4	21
Idaho	11	61	10	17
Illinois	9	65	8	18
Indiana	15	57	9	19
Iowa	18	59	7	16
Kansas	11	60	9	20
Kentucky	24	49	6	21
Louisiana	8	59	11	21
Maine	21	59	3	18
Maryland	16	53	11	20
Massachusetts	12	51	23	14
Michigan	14	59	9	18
Minnesota	12	58	13	18
Mississippi	17	64	5	14
Missouri	11	65	8	16
Montana	11	63	11	15
Nebraska	11	64	9	17
Nevada	15	56	8	21
New Hampshire	13	60	9	18
New Jersey	12	56	9	23
New Mexico	9	50	15	26
New York	17	51	15	17
North Carolina	29	46	5	20
North Dakota	10	67	9	14
Ohio	11	62	9	18
Oklahoma	10	62	11	17
Oregon	10	59	10	20
Pennsylvania	14	60	7	19
Rhode Island	13	58	6	23
South Carolina	23	50	5	22
South Dakota	13	59	8	20
Tennessee	22	58	6	15
Texas	14	52	11	23
Utah	8	54	19	19
Vermont	18	57	10	15
Virginia	11	64	7	18
Washington	10	60	14	17
West Virginia	19	46	12	23
Wisconsin	19	52	6	24
Wyoming	12	60	14	13

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 168. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has Community Respect for Teachers Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	14%	52%	30%	4%
ALL TEACHERS, 1987	24	46	27	3
Alabama	15	50	32	3
Alaska	12	50	34	3
Arizona	14	52	29	5
Arkansas	12	45	40	4
California	15	57	24	4
Colorado	12	46	39	3
Connecticut	26	50	21	2
Delaware	18	51	28	3
Florida	14	54	29	3
Georgia	15	42	39	4
Hawaii	22	55	17	5
Idaho	12	51	31	6
Illinois	10	60	28	2
Indiana	8	55	35	3
Iowa	17	58	22	3
Kansas	14	54	28	4
Kentucky	15	52	29	4
Louisiana	19	47	33	2
Maine	18	61	16	5
Maryland	14	55	30	1
Massachusetts	12	53	34	2
Michigan	12	52	33	3
Minnesota	12	59	25	4
Mississippi	22	52	23	3
Missouri	12	58	28	3
Montana	12	51	32	5
Nebraska	20	53	25	3
Nevada	9	54	35	2
New Hampshire	17	41	37	5
New Jersey	17	50	27	5
New Mexico	12	50	37	2
New York	15	52	28	6
North Carolina	11	49	36	4
North Dakota	8	54	36	2
Ohio	14	51	31	4
Oklahoma	11	48	40	2
Oregon	12	55	29	4
Pennsylvania	13	55	30	2
Rhode Island	16	55	26	2
South Carolina	18	52	23	7
South Dakota	11	61	24	4
Tennessee	13	48	36	2
Texas	11	46	38	5
Utah	9	45	44	2
Vermont	12	44	38	5
Virginia	18	55	25	2
Washington	12	54	30	4
West Virginia	11	48	40	1
Wisconsin	14	49	31	5
Wyoming	13	52	31	4

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 169. Some of the Reform Effort Has Been Aimed at Improving Conditions for Teachers. Based on Your Personal Experience, How Has the Teacher Travel Fund Changed Since 1983?

	IMPROVED	NO CHANGE	DECLINED	DON'T KNOW
ALL TEACHERS, 1990	12%	49%	22%	17%
ALL TEACHERS, 1987	11	44	28	17
Alabama	8	59	16	17
Alaska	9	46	31	14
Arizona	13	46	31	10
Arkansas	12	57	17	13
California	15	41	24	20
Colorado	11	44	29	16
Connecticut	19	47	21	14
Delaware	14	45	26	15
Florida	11	44	22	22
Georgia	21	44	13	23
Hawaii	10	56	6	28
Idaho	13	53	21	12
Illinois	13	50	24	13
Indiana	13	54	19	13
Iowa	17	55	19	8
Kansas	18	50	19	13
Kentucky	13	57	12	17
Louisiana	8	57	19	17
Maine	20	55	11	14
Maryland	10	49	13	28
Massachusetts	6	43	41	10
Michigan	11	46	30	13
Minnesota	12	51	28	10
Mississippi	16	52	13	19
Missouri	13	54	22	11
Montana	15	49	29	7
Nebraska	13	55	20	12
Nevada	6	55	18	21
New Hampshire	9	54	25	12
New Jersey	7	58	14	21
New Mexico	7	41	42	9
New York	8	51	22	19
North Carolina	23	43	16	18
North Dakota	7	50	38	5
Ohio	14	50	23	12
Oklahoma	8	55	22	16
Oregon	17	46	28	8
Pennsylvania	12	56	15	17
Rhode Island	7	56	20	17
South Carolina	21	40	11	28
South Dakota	14	55	21	11
Tennessee	9	54	14	23
Texas	10	45	24	21
Utah	7	46	28	19
Vermont	12	54	23	11
Virginia	14	53	15	18
Washington	14	45	28	12
West Virginia	7	47	30	16
Wisconsin	15	52	18	15
Wyoming	9	38	47	6

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 170. In Order to Make Teaching a More Attractive Profession the Following Changes Have Been Proposed from Time to Time. How Do You Rank Higher Salaries in Order of Importance?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
ALL TEACHERS, 1990	55%	17%	11%	7%	9%
Alabama	51	18	12	8	11
Alaska	43	21	15	12	9
Arizona	55	16	13	6	11
Arkansas	64	16	7	8	6
California	49	19	15	9	8
Colorado	52	18	9	8	14
Connecticut	45	15	16	7	17
Delaware	55	15	12	8	10
Florida	52	19	14	5	10
Georgia	55	18	12	6	10
Hawaii	42	27	10	9	12
Idaho	63	19	6	5	7
Illinois	63	19	10	6	3
Indiana	58	14	13	7	8
Iowa	60	18	10	5	7
Kansas	68	12	10	5	5
Kentucky	55	18	11	6	9
Louisiana	60	13	13	6	8
Maine	47	19	14	9	11
Maryland	50	17	13	10	10
Massachusetts	54	18	10	9	10
Michigan	47	15	14	9	16
Minnesota	52	20	12	7	9
Mississippi	53	16	13	7	11
Missouri	60	15	11	9	5
Montana	64	13	10	7	5
Nebraska	61	18	8	7	7
Nevada	53	19	11	9	8
New Hampshire	55	19	10	10	7
New Jersey	63	11	10	10	7
New Mexico	63	15	9	7	6
New York	56	13	14	8	8
North Carolina	49	19	15	8	10
North Dakota	65	15	10	6	4
Ohio	56	23	9	5	7
Oklahoma	59	20	8	7	6
Oregon	50	17	15	9	9
Pennsylvania	51	21	10	9	9
Rhode Island	40	17	16	8	19
South Carolina	46	20	14	9	11
South Dakota	68	14	8	4	5
Tennessee	59	17	9	6	9
Texas	64	17	6	4	8
Utah	63	20	9	4	4
Vermont	49	15	14	9	13
Virginia	50	12	17	10	10
Washington	60	17	11	7	5
West Virginia	71	12	8	5	4
Wisconsin	44	21	11	10	13
Wyoming	57	18	10	7	8

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 171. In Order to Make Teaching a More Attractive Profession the Following Changes Have Been Proposed from Time to Time. How Do You Rank Smaller Classes and Fewer Students to Teach in Order of Importance?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
ALL TEACHERS, 1990	21%	27%	15%	11%	26%
Alabama	22	28	16	9	25
Alaska	26	22	11	10	31
Arizona	21	32	14	10	23
Arkansas	11	17	17	13	42
California	35	39	11	5	10
Colorado	24	28	15	9	24
Connecticut	18	21	12	12	37
Delaware	24	29	15	11	22
Florida	24	28	15	14	20
Georgia	23	23	16	10	28
Hawaii	42	31	10	8	9
Idaho	20	36	15	8	21
Illinois	20	27	17	9	27
Indiana	18	35	15	10	22
Iowa	14	23	13	11	39
Kansas	13	23	14	11	38
Kentucky	18	27	18	10	27
Louisiana	15	29	16	15	25
Maine	21	19	17	11	32
Maryland	24	27	16	9	23
Massachusetts	16	24	15	9	36
Michigan	30	29	13	9	20
Minnesota	27	26	17	11	20
Mississippi	17	17	16	15	35
Missouri	17	27	14	11	30
Montana	15	23	16	10	35
Nebraska	12	25	14	12	37
Nevada	24	35	11	9	21
New Hampshire	18	25	16	9	31
New Jersey	8	28	18	16	30
New Mexico	16	32	17	9	26
New York	15	21	18	15	31
North Carolina	24	26	15	12	22
North Dakota	13	22	17	8	41
Ohio	23	27	13	10	27
Oklahoma	15	26	17	10	33
Oregon	27	27	16	8	23
Pennsylvania	24	28	13	13	23
Rhode Island	22	25	15	12	27
South Carolina	16	23	19	12	30
South Dakota	11	26	15	11	38
Tennessee	24	29	15	13	19
Texas	13	22	15	13	38
Utah	25	49	13	6	6
Vermont	12	20	13	14	41
Virginia	17	24	16	14	29
Washington	24	42	15	8	11
West Virginia	7	19	13	12	49
Wisconsin	24	25	14	9	28
Wyoming	17	24	12	9	37

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 172. In Order to Make Teaching a More Attractive Profession the Following Changes Have Been Proposed from Time to Time. How Do You Rank More Time for Preparation During the School Day in Order of Importance?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
ALL TEACHERS, 1990	7%	19%	20%	17%	37%
Alabama	7	16	19	16	42
Alaska	10	17	25	18	30
Arizona	5	13	20	19	43
Arkansas	8	22	17	16	36
California	7	19	25	18	31
Colorado	8	17	24	15	36
Connecticut	15	23	17	16	28
Delaware	5	18	22	17	38
Florida	5	13	16	18	48
Georgia	7	18	19	19	37
Hawaii	5	14	21	19	41
Idaho	5	17	27	16	35
Illinois	3	24	26	14	33
Indiana	8	21	19	15	37
Iowa	12	24	24	15	25
Kansas	4	25	20	18	33
Kentucky	8	19	23	15	34
Louisiana	8	16	21	18	37
Maine	14	29	22	12	23
Maryland	13	25	19	15	29
Massachusetts	6	17	21	17	39
Michigan	8	21	20	21	30
Minnesota	10	22	21	17	30
Mississippi	9	12	16	18	44
Missouri	8	16	22	15	39
Montana	5	24	17	19	34
Nebraska	13	25	20	18	25
Nevada	5	11	18	15	51
New Hampshire	8	18	19	19	36
New Jersey	8	16	17	18	41
New Mexico	9	16	22	18	34
New York	8	19	15	17	41
North Carolina	7	19	19	21	34
North Dakota	8	19	24	15	34
Ohio	7	15	22	18	39
Oklahoma	6	13	15	15	50
Oregon	9	20	23	16	31
Pennsylvania	10	21	24	15	30
Rhode Island	9	17	16	15	43
South Carolina	7	15	20	20	38
South Dakota	7	25	21	15	32
Tennessee	9	20	18	20	31
Texas	5	18	15	15	48
Utah	5	11	30	18	36
Vermont	10	21	18	16	35
Virginia	11	21	21	16	31
Washington	6	15	26	17	36
West Virginia	7	22	19	16	36
Wisconsin	14	24	23	17	23
Wyoming	10	16	20	16	38

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 173. In Order to Make Teaching a More Attractive Profession the Following Changes Have Been Proposed from Time to Time. How Do You Rank Less Bureaucratic Paperwork in Order of Importance?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
ALL TEACHERS, 1990	7%	13%	15%	15%	50%
Alabama	9	15	14	18	43
Alaska	3	10	11	8	68
Arizona	6	13	14	15	53
Arkansas	9	21	20	20	30
California	4	3	13	18	62
Colorado	4	10	13	15	58
Connecticut	9	13	18	13	47
Delaware	6	12	15	17	50
Florida	9	16	18	16	40
Georgia	13	21	18	18	30
Hawaii	5	9	14	14	58
Idaho	2	5	11	9	74
Illinois	5	11	14	15	55
Indiana	5	7	10	16	62
Iowa	4	13	15	15	54
Kansas	4	12	13	13	57
Kentucky	6	13	14	16	51
Louisiana	10	19	14	17	40
Maine	5	10	10	14	60
Maryland	6	11	16	16	51
Massachusetts	6	10	10	13	61
Michigan	4	8	8	15	65
Minnesota	5	8	11	13	63
Mississippi	19	25	20	15	20
Missouri	8	14	14	12	53
Montana	3	8	6	12	71
Nebraska	4	8	13	15	61
Nevada	6	11	14	16	54
New Hampshire	5	7	12	15	61
New Jersey	8	20	17	15	39
New Mexico	6	14	20	16	45
New York	7	16	10	11	57
North Carolina	11	17	20	15	37
North Dakota	3	6	7	12	73
Ohio	5	13	18	17	47
Oklahoma	7	15	17	15	47
Oregon	5	11	15	15	55
Pennsylvania	3	9	14	15	58
Rhode Island	6	10	12	12	59
South Carolina	17	20	16	17	30
South Dakota	4	7	11	15	63
Tennessee	3	15	21	17	44
Texas	9	20	25	16	30
Utah	2	5	10	12	71
Vermont	9	10	11	13	57
Virginia	12	16	14	15	43
Washington	2	5	11	13	69
West Virginia	8	18	20	19	34
Wisconsin	5	11	12	13	59
Wyoming	4	13	13	17	54

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 174. In Order to Make Teaching a More Attractive Profession the Following Changes Have Been Proposed from Time to Time. How Do You Rank More Support from the Principal in Order of Importance?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
ALL TEACHERS, 1990	3%	6%	9%	11%	70%
Alabama	3	6	10	12	69
Alaska	5	6	9	15	65
Arizona	4	8	11	6	70
Arkansas	3	7	10	10	70
California	2	4	6	10	78
Colorado	3	6	12	14	64
Connecticut	6	7	7	14	66
Delaware	2	5	9	9	74
Florida	5	5	8	10	73
Georgia	3	7	6	10	73
Hawaii	2	4	8	11	74
Idaho	1	6	7	11	75
Illinois	2	4	8	16	70
Indiana	3	5	10	13	68
Iowa	3	5	11	14	68
Kansas	4	9	11	11	65
Kentucky	2	3	4	12	80
Louisiana	2	5	8	7	77
Maine	3	6	7	11	73
Maryland	4	7	8	12	68
Massachusetts	6	7	8	16	62
Michigan	4	7	10	10	69
Minnesota	4	9	10	11	66
Mississippi	6	6	7	10	69
Missouri	4	7	11	11	67
Montana	4	7	14	11	65
Nebraska	4	5	9	13	69
Nevada	3	7	10	11	69
New Hampshire	3	8	9	13	68
New Jersey	3	7	11	13	66
New Mexico	4	5	6	13	72
New York	4	11	11	11	64
North Carolina	4	6	8	10	72
North Dakota	4	7	12	14	62
Ohio	4	6	9	11	70
Oklahoma	3	9	9	10	69
Oregon	2	4	7	10	77
Pennsylvania	3	6	10	11	70
Rhode Island	5	9	10	13	63
South Carolina	5	6	6	11	72
South Dakota	2	9	10	11	67
Tennessee	1	4	11	7	78
Texas	4	5	10	13	68
Utah	2	4	6	8	80
Vermont	3	5	10	12	70
Virginia	4	8	8	11	69
Washington	2	5	8	13	71
West Virginia	3	7	8	10	71
Wisconsin	3	5	10	10	72
Wyoming	3	9	14	12	62

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 175. In Order to Make Teaching a More Attractive Profession the Following Changes Have Been Proposed from Time to Time. How Do You Rank More Support Staff Such as Teachers' Aides in Order of Importance?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
ALL TEACHERS, 1990	3%	9%	14%	17%	57%
Alabama	6	10	17	18	49
Alaska	3	7	12	17	61
Arizona	3	7	17	20	53
Arkansas	2	10	19	15	54
California	2	11	17	19	51
Colorado	3	9	13	20	55
Connecticut	3	12	11	15	59
Delaware	3	11	13	19	54
Florida	3	9	11	15	61
Georgia	5	7	15	17	56
Hawaii	1	8	22	21	50
Idaho	2	6	12	23	58
Illinois	2	8	14	19	58
Indiana	3	7	16	16	57
Iowa	1	8	12	19	60
Kansas	3	8	16	15	58
Kentucky	5	9	15	20	51
Louisiana	2	10	14	18	56
Maine	3	8	16	20	53
Maryland	4	7	15	16	59
Massachusetts	2	7	14	16	61
Michigan	4	12	17	14	54
Minnesota	2	4	14	17	63
Mississippi	6	11	10	12	62
Missouri	2	12	13	18	55
Montana	3	6	13	15	62
Nebraska	2	9	19	14	56
Nevada	4	7	19	16	55
New Hampshire	4	11	16	15	55
New Jersey	4	10	14	16	56
New Mexico	3	7	11	15	64
New York	5	7	9	13	65
North Carolina	3	7	12	12	67
North Dakota	2	10	14	20	54
Ohio	4	7	16	19	55
Oklahoma	4	7	19	17	53
Oregon	2	11	9	20	58
Pennsylvania	3	7	14	16	60
Rhode Island	4	8	9	15	65
South Carolina	4	8	15	16	56
South Dakota	2	6	17	20	55
Tennessee	1	10	18	20	50
Texas	2	9	16	19	53
Utah	2	3	14	26	55
Vermont	4	11	13	15	57
Virginia	6	10	12	18	55
Washington	3	6	14	21	54
West Virginia	2	12	13	15	58
Wisconsin	2	8	15	17	57
Wyoming	2	5	12	15	67

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 176. In Order to Make Teaching a More Attractive Profession the Following Changes Have Been Proposed from Time to Time. How Do You Rank Better Professional Development Programs Such as a Regular Summer Fellowship for Teachers in Order of Importance?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
ALL TEACHERS, 1990	3%	5%	8%	10%	73%
Alabama	2	3	6	10	79
Alaska	5	12	11	10	62
Arizona	5	5	9	15	65
Arkansas	3	5	6	10	76
California	2	3	9	9	77
Colorado	4	8	10	12	66
Connecticut	3	7	7	13	69
Delaware	2	4	8	11	75
Florida	2	4	8	10	75
Georgia	2	4	5	10	79
Hawaii	2	4	6	6	82
Idaho	3	9	12	15	60
Illinois	4	5	6	8	78
Indiana	3	6	11	12	70
Iowa	2	7	10	12	69
Kansas	2	6	7	12	73
Kentucky	2	3	7	9	78
Louisiana	3	5	8	6	78
Maine	4	5	8	14	69
Maryland	2	7	8	9	74
Massachusetts	7	12	13	10	57
Michigan	5	6	12	9	68
Minnesota	3	5	11	13	68
Mississippi	5	6	6	9	74
Missouri	1	7	6	11	75
Montana	4	13	18	16	50
Nebraska	2	7	9	9	72
Nevada	2	7	10	12	70
New Hampshire	4	8	13	8	68
New Jersey	4	8	10	11	68
New Mexico	4	8	7	12	70
New York	5	8	12	14	61
North Carolina	2	2	5	8	82
North Dakota	6	14	12	16	52
Ohio	1	6	7	12	74
Oklahoma	3	4	7	11	75
Oregon	3	7	9	13	67
Pennsylvania	4	4	10	10	71
Rhode Island	9	8	10	12	60
South Carolina	2	4	4	7	83
South Dakota	3	8	8	12	68
Tennessee	1	1	3	7	88
Texas	3	4	4	9	79
Utah	1	3	9	11	76
Vermont	8	9	12	11	60
Virginia	2	5	4	8	82
Washington	2	7	11	13	67
West Virginia	2	4	7	9	79
Wisconsin	4	4	9	10	72
Wyoming	5	12	13	16	55

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 177. In Order to Make Teaching a More Attractive Profession the Following Changes Have Been Proposed from Time to Time. How Do You Rank Better Classroom and Office Facilities in Order of Importance?

	FIRST	SECOND	THIRD	FOURTH	NOT RANKED IN TOP 4
ALL TEACHERS, 1990	2%	5%	8%	11%	74%
Alabama	3	5	8	12	72
Alaska	4	4	7	10	76
Arizona	3	5	5	10	78
Arkansas	2	7	9	12	71
California	2	3	9	17	68
Colorado	2	6	6	10	76
Connecticut	3	5	11	12	69
Delaware	2	4	6	7	80
Florida	2	5	8	11	74
Georgia	4	3	6	6	80
Hawaii	2	3	9	13	73
Idaho	2	4	9	13	72
Illinois	0	4	7	14	75
Indiana	1	5	8	9	76
Iowa	2	4	6	10	77
Kansas	1	6	9	14	69
Kentucky	2	6	8	12	72
Louisiana	3	5	5	10	78
Maine	1	5	6	9	79
Maryland	2	2	6	9	80
Massachusetts	2	6	9	9	75
Michigan	1	5	8	14	71
Minnesota	2	5	6	10	77
Mississippi	9	6	7	10	67
Missouri	2	4	9	12	74
Montana	1	6	6	9	78
Nebraska	2	4	8	11	75
Nevada	2	3	7	12	76
New Hampshire	3	4	8	12	73
New Jersey	5	7	10	11	67
New Mexico	1	3	7	8	80
New York	3	6	10	10	72
North Carolina	2	4	6	13	75
North Dakota	1	5	7	10	78
Ohio	2	5	9	12	72
Oklahoma	3	6	9	13	69
Oregon	2	4	4	10	80
Pennsylvania	1	5	5	11	78
Rhode Island	3	7	11	13	66
South Carolina	2	3	7	7	81
South Dakota	1	6	10	11	72
Tennessee	1	3	5	9	82
Texas	2	3	10	11	74
Utah	1	4	8	13	74
Vermont	3	8	9	10	70
Virginia	2	4	6	7	80
Washington	3	4	8	12	73
West Virginia	4	7	10	13	66
Wisconsin	1	3	6	11	78
Wyoming	1	3	4	8	83

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

8

Achieving Excellence

Table 178. There Has Been a Widespread Lowering of Standards in American Public Education

	STRONGLY AGREE	AGREE WITH RESERVATIONS	DISAGREE WITH RESERVATIONS	STRONGLY DISAGREE
ALL TEACHERS, 1990	35%	34%	22%	9%
Alabama	44	32	18	7
Alaska	31	35	25	9
Arizona	28	35	26	10
Arkansas	36	32	23	9
California	30	32	27	11
Colorado	32	34	26	8
Connecticut	22	39	25	14
Delaware	42	34	17	7
Florida	45	34	15	7
Georgia	32	35	23	10
Hawaii	25	43	26	7
Idaho	27	40	25	8
Illinois	34	36	23	8
Indiana	33	38	22	7
Iowa	22	33	33	12
Kansas	28	35	26	10
Kentucky	37	29	29	5
Louisiana	45	34	15	6
Maine	26	36	27	11
Maryland	42	28	20	10
Massachusetts	43	35	17	5
Michigan	30	32	26	12
Minnesota	24	42	21	12
Mississippi	40	34	17	9
Missouri	30	36	26	9
Montana	27	31	32	10
Nebraska	27	37	24	11
Nevada	37	35	21	7
New Hampshire	31	36	25	9
New Jersey	32	39	21	9
New Mexico	35	34	23	8
New York	38	35	20	7
North Carolina	45	33	17	5
North Dakota	25	40	24	10
Ohio	34	38	23	6
Oklahoma	32	36	25	7
Oregon	30	30	29	11
Pennsylvania	33	39	19	8
Rhode Island	39	32	22	6
South Carolina	33	31	24	12
South Dakota	24	37	26	13
Tennessee	36	36	21	7
Texas	41	28	20	11
Utah	35	34	23	8
Vermont	30	34	23	12
Virginia	36	35	21	8
Washington	32	32	24	12
West Virginia	50	30	15	5
Wisconsin	29	38	22	11
Wyoming	31	33	26	9

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 179. In Recent Months There Has Been Much Discussion About National Standards for America's Public Schools. In General, Do You Support or Oppose National Certification of All Teachers?

	SUPPORT	OPPOSE
ALL TEACHERS, 1990	64%	36%
Alabama	76	24
Alaska	51	49
Arizona	65	35
Arkansas	74	26
California	61	39
Colorado	53	47
Connecticut	70	30
Delaware	65	35
Florida	66	34
Georgia	76	24
Hawaii	62	38
Idaho	61	39
Illinois	61	39
Indiana	60	40
Iowa	52	48
Kansas	57	43
Kentucky	74	26
Louisiana	69	31
Maine	50	50
Maryland	68	32
Massachusetts	69	31
Michigan	59	41
Minnesota	51	49
Mississippi	73	27
Missouri	56	44
Montana	53	47
Nebraska	63	37
Nevada	67	33
New Hampshire	57	43
New Jersey	70	30
New Mexico	68	32
New York	66	34
North Carolina	64	36
North Dakota	58	42
Ohio	62	38
Oklahoma	65	35
Oregon	62	38
Pennsylvania	64	36
Rhode Island	67	33
South Carolina	73	27
South Dakota	50	50
Tennessee	66	34
Texas	61	39
Utah	54	46
Vermont	51	49
Virginia	74	26
Washington	51	49
West Virginia	78	22
Wisconsin	56	44
Wyoming	51	49

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 180. In Recent Months There Has Been Much Discussion About National Standards for America's Public Schools. In General, Do You Support or Oppose National Goals for All Schools?

	SUPPORT	OPPOSE
ALL TEACHERS, 1990	63%	37%
Alabama	69	31
Alaska	58	42
Arizona	58	42
Arkansas	71	29
California	63	37
Colorado	50	50
Connecticut	64	36
Delaware	65	35
Florida	65	35
Georgia	70	30
Hawaii	65	35
Idaho	61	39
Illinois	53	47
Indiana	62	38
Iowa	49	51
Kansas	50	50
Kentucky	71	29
Louisiana	69	31
Maine	56	44
Maryland	63	37
Massachusetts	68	32
Michigan	64	36
Minnesota	54	46
Mississippi	74	26
Missouri	51	49
Montana	56	44
Nebraska	54	46
Nevada	64	36
New Hampshire	58	42
New Jersey	64	36
New Mexico	62	38
New York	67	33
North Carolina	58	42
North Dakota	60	40
Ohio	61	39
Oklahoma	64	36
Oregon	58	42
Pennsylvania	66	34
Rhode Island	67	33
South Carolina	69	31
South Dakota	52	48
Tennessee	60	40
Texas	64	36
Utah	56	44
Vermont	57	43
Virginia	67	33
Washington	52	48
West Virginia	70	30
Wisconsin	59	41
Wyoming	51	49

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 181. In Recent Months There Has Been Much Discussion About National Standards for America's Public Schools. In General, Do You Support or Oppose National Curriculum of Core Studies?

	SUPPORT	OPPOSE
ALL TEACHERS, 1990	57%	43%
Alabama	68	32
Alaska	51	49
Arizona	52	48
Arkansas	67	33
California	52	48
Colorado	45	55
Connecticut	56	44
Delaware	60	40
Florida	62	38
Georgia	64	36
Hawaii	65	35
Idaho	57	43
Illinois	53	47
Indiana	56	44
Iowa	42	58
Kansas	46	54
Kentucky	70	30
Louisiana	68	32
Maine	45	55
Maryland	58	42
Massachusetts	55	45
Michigan	62	38
Minnesota	46	54
Mississippi	73	27
Missouri	50	50
Montana	50	50
Nebraska	51	49
Nevada	57	43
New Hampshire	52	48
New Jersey	55	45
New Mexico	56	44
New York	62	38
North Carolina	59	41
North Dakota	57	43
Ohio	54	46
Oklahoma	65	35
Oregon	54	46
Pennsylvania	58	42
Rhode Island	59	41
South Carolina	63	37
South Dakota	44	56
Tennessee	59	41
Texas	64	36
Utah	49	51
Vermont	40	60
Virginia	62	38
Washington	39	61
West Virginia	70	30
Wisconsin	47	53
Wyoming	46	54

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 182. In Recent Months There Has Been Much Discussion About National Standards for America's Public Schools. In General, Do You Support or Oppose National Standards for Assessing Student Performance?

	SUPPORT	OPPOSE
ALL TEACHERS, 1990	54%	46%
Alabama	64	36
Alaska	42	58
Arizona	44	56
Arkansas	64	36
California	54	46
Colorado	45	55
Connecticut	54	46
Delaware	49	51
Florida	57	43
Georgia	61	39
Hawaii	55	45
Idaho	56	44
Illinois	47	53
Indiana	55	45
Iowa	38	62
Kansas	41	59
Kentucky	60	40
Louisiana	60	40
Maine	44	56
Maryland	51	49
Massachusetts	59	41
Michigan	52	48
Minnesota	50	50
Mississippi	65	35
Missouri	49	51
Montana	47	53
Nebraska	51	49
Nevada	53	47
New Hampshire	46	54
New Jersey	54	46
New Mexico	51	49
New York	58	42
North Carolina	48	52
North Dakota	53	47
Ohio	52	48
Oklahoma	52	48
Oregon	53	47
Pennsylvania	54	46
Rhode Island	60	40
South Carolina	59	41
South Dakota	48	52
Tennessee	53	47
Texas	57	43
Utah	52	48
Vermont	32	68
Virginia	60	40
Washington	42	58
West Virginia	65	35
Wisconsin	50	50
Wyoming	44	56

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 183. President Bush and U.S. Secretary of Education Cavazos Have Been Urging a Policy Which Would Give Parents a Choice in Selecting Their Children's School. In General, Do You Support or Oppose That Idea?

	SUPPORT	OPPOSE
ALL TEACHERS, 1990	42%	58%
Alabama	61	39
Alaska	57	43
Arizona	48	52
Arkansas	60	40
California	40	60
Colorado	43	57
Connecticut	32	68
Delaware	38	62
Florida	48	52
Georgia	50	50
Hawaii	48	52
Idaho	35	65
Illinois	35	65
Indiana	33	67
Iowa	61	39
Kansas	45	55
Kentucky	43	57
Louisiana	54	46
Maine	45	55
Maryland	38	62
Massachusetts	43	57
Michigan	33	67
Minnesota	52	48
Mississippi	67	33
Missouri	32	68
Montana	43	57
Nebraska	54	46
Nevada	40	60
New Hampshire	41	59
New Jersey	38	62
New Mexico	46	54
New York	41	59
North Carolina	47	53
North Dakota	48	52
Ohio	33	67
Oklahoma	52	48
Oregon	38	62
Pennsylvania	27	73
Rhode Island	23	77
South Carolina	45	55
South Dakota	45	55
Tennessee	47	53
Texas	46	54
Utah	36	64
Vermont	38	62
Virginia	39	61
Washington	45	55
West Virginia	41	59
Wisconsin	27	73
Wyoming	47	53

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 184. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would a Classroom for Each Teacher Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	82%	16%	2%
Alabama	89	10	2
Alaska	84	14	2
Arizona	81	14	5
Arkansas	83	16	1
California	86	14	1
Colorado	75	22	3
Connecticut	84	15	1
Delaware	81	17	2
Florida	87	12	1
Georgia	84	14	2
Hawaii	86	12	2
Idaho	82	16	1
Illinois	76	22	2
Indiana	84	13	2
Iowa	72	25	3
Kansas	79	18	3
Kentucky	83	15	2
Louisiana	84	13	3
Maine	78	19	3
Maryland	84	14	2
Massachusetts	78	20	2
Michigan	83	14	3
Minnesota	81	17	2
Mississippi	85	13	2
Missouri	80	17	4
Montana	79	20	1
Nebraska	71	23	6
Nevada	89	9	2
New Hampshire	79	20	1
New Jersey	84	15	2
New Mexico	84	15	1
New York	83	16	1
North Carolina	84	15	1
North Dakota	69	26	5
Ohio	81	17	3
Oklahoma	84	15	1
Oregon	83	15	2
Pennsylvania	80	18	3
Rhode Island	83	15	2
South Carolina	88	11	1
South Dakota	74	21	5
Tennessee	85	13	2
Texas	86	13	1
Utah	83	14	3
Vermont	76	21	3
Virginia	79	18	2
Washington	83	16	1
West Virginia	84	16	1
Wisconsin	77	21	3
Wyoming	76	21	4

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 185. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Improved Retirement Benefits Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	74%	24%	2%
Alabama	63	34	3
Alaska	58	37	5
Arizona	68	30	2
Arkansas	80	20	1
California	74	24	2
Colorado	66	31	3
Connecticut	79	19	2
Delaware	74	23	3
Florida	81	19	1
Georgia	80	19	1
Hawaii	71	27	2
Idaho	72	26	2
Illinois	74	24	2
Indiana	80	19	1
Iowa	75	22	2
Kansas	76	22	1
Kentucky	82	18	1
Louisiana	78	19	2
Maine	70	28	3
Maryland	75	23	2
Massachusetts	78	19	3
Michigan	63	34	3
Minnesota	73	25	2
Mississippi	83	15	2
Missouri	66	31	2
Montana	75	22	3
Nebraska	66	31	3
Nevada	71	26	4
New Hampshire	78	19	3
New Jersey	76	22	2
New Mexico	70	26	4
New York	69	29	2
North Carolina	73	25	1
North Dakota	77	22	2
Ohio	63	34	3
Oklahoma	76	23	1
Oregon	61	32	7
Pennsylvania	60	36	3
Rhode Island	69	26	5
South Carolina	78	21	1
South Dakota	75	22	3
Tennessee	83	16	1
Texas	83	16	1
Utah	75	22	3
Vermont	81	17	1
Virginia	80	17	3
Washington	81	17	2
West Virginia	91	8	0
Wisconsin	70	27	3
Wyoming	71	26	3

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 186. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Improved Instructional Materials and Supplies Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	68%	30%	2%
Alabama	74	25	1
Alaska	72	26	2
Arizona	66	32	2
Arkansas	69	30	1
California	69	30	1
Colorado	66	32	2
Connecticut	67	32	2
Delaware	71	28	2
Florida	69	30	1
Georgia	73	25	1
Hawaii	75	24	1
Idaho	70	29	2
Illinois	65	33	1
Indiana	66	34	0
Iowa	62	36	2
Kansas	58	39	3
Kentucky	73	26	1
Louisiana	78	22	0
Maine	54	44	2
Maryland	73	25	1
Massachusetts	64	34	2
Michigan	75	23	2
Minnesota	63	36	2
Mississippi	76	22	2
Missouri	64	34	2
Montana	66	33	1
Nebraska	59	38	3
Nevada	65	31	3
New Hampshire	59	39	2
New Jersey	69	29	2
New Mexico	69	29	2
New York	63	35	2
North Carolina	68	31	1
North Dakota	63	34	3
Ohio	63	35	2
Oklahoma	76	24	0
Oregon	57	40	3
Pennsylvania	64	33	2
Rhode Island	74	25	1
South Carolina	72	27	1
South Dakota	62	34	4
Tennessee	73	26	1
Texas	73	25	2
Utah	77	22	1
Vermont	58	39	3
Virginia	66	33	1
Washington	68	30	2
West Virginia	72	27	1
Wisconsin	67	31	2
Wyoming	63	35	1

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 187. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would a Larger Voice for Teachers in Setting School Policy Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	68%	31%	2%
Alabama	61	37	2
Alaska	68	30	2
Arizona	64	33	3
Arkansas	62	36	2
California	66	33	1
Colorado	71	27	2
Connecticut	72	26	2
Delaware	71	28	1
Florida	74	25	1
Georgia	60	38	2
Hawaii	65	34	1
Idaho	62	36	2
Illinois	65	34	1
Indiana	60	37	3
Iowa	62	36	2
Kansas	60	38	2
Kentucky	70	28	2
Louisiana	73	24	2
Maine	62	35	3
Maryland	70	27	3
Massachusetts	76	23	1
Michigan	70	29	2
Minnesota	67	31	2
Mississippi	62	35	3
Missouri	62	37	1
Montana	64	31	4
Nebraska	53	45	2
Nevada	69	29	2
New Hampshire	67	30	3
New Jersey	73	26	1
New Mexico	67	31	2
New York	74	26	1
North Carolina	72	28	1
North Dakota	64	35	2
Ohio	61	36	3
Oklahoma	65	33	1
Oregon	63	36	1
Pennsylvania	70	28	1
Rhode Island	80	19	1
South Carolina	65	33	2
South Dakota	58	39	3
Tennessee	66	31	3
Texas	72	26	2
Utah	60	38	2
Vermont	60	38	3
Virginia	66	32	2
Washington	66	31	3
West Virginia	72	27	1
Wisconsin	61	37	3
Wyoming	67	30	4

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 188. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Improved Health Care Benefits Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	65%	31%	4%
Alabama	62	33	5
Alaska	55	38	7
Arizona	65	31	4
Arkansas	69	29	1
California	62	33	5
Colorado	55	41	4
Connecticut	63	31	5
Delaware	53	40	7
Florida	73	24	2
Georgia	68	29	3
Hawaii	64	32	4
Idaho	60	37	4
Illinois	60	36	3
Indiana	69	28	3
Iowa	62	32	5
Kansas	72	27	1
Kentucky	84	14	2
Louisiana	71	26	3
Maine	59	37	4
Maryland	64	31	5
Massachusetts	65	29	6
Michigan	48	47	5
Minnesota	62	32	6
Mississippi	84	13	2
Missouri	64	31	5
Montana	70	26	4
Nebraska	49	39	11
Nevada	63	34	3
New Hampshire	59	36	5
New Jersey	70	27	3
New Mexico	59	33	7
New York	63	33	5
North Carolina	67	31	2
North Dakota	66	30	4
Ohio	58	38	4
Oklahoma	75	22	3
Oregon	50	42	8
Pennsylvania	49	43	8
Rhode Island	50	43	8
South Carolina	71	27	2
South Dakota	66	27	7
Tennessee	71	26	3
Texas	80	19	1
Utah	62	33	5
Vermont	55	36	10
Virginia	79	19	2
Washington	51	44	5
West Virginia	87	12	1
Wisconsin	51	40	10
Wyoming	60	35	5

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 189. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would More Planning Time for Teachers Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	65%	34%	1%
Alabama	60	38	2
Alaska	67	31	2
Arizona	59	40	2
Arkansas	63	34	3
California	72	27	1
Colorado	65	33	2
Connecticut	66	32	2
Delaware	58	40	2
Florida	57	40	3
Georgia	69	31	0
Hawaii	67	33	0
Idaho	57	41	2
Illinois	63	36	1
Indiana	61	37	3
Iowa	71	28	1
Kansas	56	42	2
Kentucky	73	25	2
Louisiana	67	32	1
Maine	75	24	1
Maryland	73	26	0
Massachusetts	63	36	1
Michigan	68	30	2
Minnesota	75	24	1
Mississippi	60	37	2
Missouri	59	39	2
Montana	61	37	2
Nebraska	70	28	2
Nevada	50	48	2
New Hampshire	62	36	2
New Jersey	64	34	2
New Mexico	66	34	0
New York	60	39	1
North Carolina	72	27	1
North Dakota	56	42	1
Ohio	61	37	1
Oklahoma	52	47	1
Oregon	74	25	1
Pennsylvania	65	34	1
Rhode Island	59	39	2
South Carolina	69	30	1
South Dakota	65	33	2
Tennessee	66	33	1
Texas	59	40	1
Utah	67	31	2
Vermont	68	31	1
Virginia	68	31	1
Washington	66	33	2
West Virginia	59	39	2
Wisconsin	72	27	1
Wyoming	58	40	2

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 190. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would the Reduction of Teachers' Time Spent in Nonteaching Duties Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	63%	35%	3%
Alabama	66	31	2
Alaska	48	46	6
Arizona	65	33	2
Arkansas	65	33	2
California	58	39	3
Colorado	56	40	3
Connecticut	66	31	3
Delaware	71	26	3
Florida	63	34	3
Georgia	72	26	1
Hawaii	71	28	1
Idaho	55	42	3
Illinois	63	35	2
Indiana	60	38	2
Iowa	64	34	3
Kansas	52	44	4
Kentucky	66	34	1
Louisiana	72	27	1
Maine	75	24	1
Maryland	67	30	3
Massachusetts	61	37	1
Michigan	49	47	4
Minnesota	58	40	3
Mississippi	63	32	4
Missouri	61	36	2
Montana	49	46	5
Nebraska	58	40	2
Nevada	60	36	4
New Hampshire	59	39	2
New Jersey	63	33	4
New Mexico	64	33	3
New York	62	35	3
North Carolina	75	24	1
North Dakota	49	47	4
Ohio	63	35	2
Oklahoma	64	34	2
Oregon	63	35	3
Pennsylvania	64	34	2
Rhode Island	55	40	5
South Carolina	74	25	1
South Dakota	50	45	5
Tennessee	67	30	2
Texas	66	31	3
Utah	52	44	4
Vermont	63	36	2
Virginia	73	24	3
Washington	53	43	4
West Virginia	57	41	2
Wisconsin	63	33	3
Wyoming	56	41	3

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 191. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Technological Support Equipment Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	54%	43%	3%
Alabama	57	38	5
Alaska	63	34	3
Arizona	44	53	3
Arkansas	57	42	1
California	53	47	0
Colorado	58	40	2
Connecticut	51	45	4
Delaware	55	43	3
Florida	54	43	3
Georgia	55	42	3
Hawaii	57	41	2
Idaho	56	42	3
Illinois	45	52	3
Indiana	54	45	1
Iowa	52	43	5
Kansas	50	45	6
Kentucky	56	41	3
Louisiana	59	38	3
Maine	51	45	4
Maryland	62	37	2
Massachusetts	52	45	3
Michigan	61	37	2
Minnesota	55	43	2
Mississippi	58	39	3
Missouri	53	43	4
Montana	53	44	3
Nebraska	54	43	3
Nevada	53	40	7
New Hampshire	44	52	4
New Jersey	55	42	3
New Mexico	56	42	2
New York	54	43	3
North Carolina	52	45	3
North Dakota	46	48	6
Ohio	49	48	3
Oklahoma	63	36	1
Oregon	52	44	3
Pennsylvania	56	42	3
Rhode Island	54	43	3
South Carolina	58	38	4
South Dakota	47	49	4
Tennessee	53	45	2
Texas	60	38	2
Utah	62	36	2
Vermont	52	44	4
Virginia	49	49	2
Washington	60	39	1
West Virginia	55	42	3
Wisconsin	56	41	3
Wyoming	55	42	3

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 192. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Adequate Office/Carrel Space Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	43%	49%	8%
Alabama	50	41	8
Alaska	47	47	6
Arizona	36	56	8
Arkansas	40	52	8
California	45	47	8
Colorado	44	50	7
Connecticut	47	49	5
Delaware	43	48	9
Florida	48	46	6
Georgia	43	48	9
Hawaii	47	45	9
Idaho	44	48	8
Illinois	38	50	12
Indiana	40	52	9
Iowa	40	53	8
Kansas	37	52	11
Kentucky	46	43	11
Louisiana	44	47	9
Maine	41	50	10
Maryland	46	46	8
Massachusetts	42	50	7
Michigan	47	45	8
Minnesota	45	49	6
Mississippi	43	48	9
Missouri	39	51	10
Montana	41	51	8
Nebraska	41	49	10
Nevada	45	43	12
New Hampshire	42	48	10
New Jersey	45	48	7
New Mexico	40	48	12
New York	48	45	8
North Carolina	49	47	4
North Dakota	37	51	13
Ohio	39	53	8
Oklahoma	38	54	8
Oregon	39	52	9
Pennsylvania	41	51	8
Rhode Island	50	43	7
South Carolina	49	42	9
South Dakota	40	49	11
Tennessee	42	53	5
Texas	42	50	7
Utah	46	46	8
Vermont	43	47	10
Virginia	37	55	8
Washington	45	49	6
West Virginia	44	46	10
Wisconsin	44	46	10
Wyoming	40	52	8

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 193. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would a Career Ladder Program for Teachers Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	31%	45%	24%
Alabama	16	34	50
Alaska	37	44	19
Arizona	24	35	41
Arkansas	32	46	22
California	41	46	14
Colorado	31	49	20
Connecticut	27	51	22
Delaware	25	45	30
Florida	38	41	21
Georgia	27	46	28
Hawaii	37	52	11
Idaho	27	46	27
Illinois	30	50	20
Indiana	23	50	27
Iowa	33	45	22
Kansas	33	51	16
Kentucky	14	31	54
Louisiana	31	47	23
Maine	22	51	27
Maryland	28	49	24
Massachusetts	40	46	14
Michigan	29	49	22
Minnesota	36	49	15
Mississippi	41	46	13
Missouri	24	48	28
Montana	41	41	18
Nebraska	39	47	14
Nevada	32	46	22
New Hampshire	30	49	21
New Jersey	36	48	16
New Mexico	35	42	24
New York	31	51	17
North Carolina	14	32	54
North Dakota	47	41	13
Ohio	28	49	23
Oklahoma	45	40	15
Oregon	30	48	22
Pennsylvania	32	48	20
Rhode Island	37	48	15
South Carolina	29	46	25
South Dakota	36	47	17
Tennessee	11	39	50
Texas	33	38	29
Utah	31	41	27
Vermont	27	49	24
Virginia	32	41	28
Washington	38	40	22
West Virginia	31	48	20
Wisconsin	28	50	22
Wyoming	34	41	24

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 194. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would a Mentor-Teacher Program Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	25%	53%	22%
Alabama	14	46	40
Alaska	31	49	20
Arizona	22	50	28
Arkansas	16	52	33
California	21	58	21
Colorado	24	53	23
Connecticut	42	44	14
Delaware	31	48	21
Florida	20	57	22
Georgia	21	55	24
Hawaii	24	57	19
Idaho	32	49	19
Illinois	22	53	24
Indiana	24	57	19
Iowa	22	54	24
Kansas	14	59	27
Kentucky	16	48	36
Louisiana	19	51	30
Maine	29	49	22
Maryland	20	57	23
Massachusetts	26	57	17
Michigan	25	54	21
Minnesota	24	57	19
Mississippi	21	58	21
Missouri	29	52	19
Montana	21	50	29
Nebraska	18	56	25
Nevada	26	51	23
New Hampshire	29	50	21
New Jersey	22	55	22
New Mexico	20	53	27
New York	38	48	14
North Carolina	29	47	24
North Dakota	17	56	27
Ohio	23	55	23
Oklahoma	21	57	22
Oregon	31	54	15
Pennsylvania	26	60	14
Rhode Island	33	45	22
South Carolina	22	53	25
South Dakota	19	57	24
Tennessee	14	54	32
Texas	25	49	26
Utah	27	51	22
Vermont	28	44	28
Virginia	24	51	26
Washington	36	51	13
West Virginia	22	51	27
Wisconsin	22	55	23
Wyoming	22	50	28

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 195. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Day Care for Children of Teachers Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	24%	49%	27%
Alabama	21	46	33
Alaska	24	47	29
Arizona	25	49	26
Arkansas	20	54	26
California	25	53	21
Colorado	24	49	27
Connecticut	28	49	23
Delaware	23	53	24
Florida	24	54	22
Georgia	28	49	23
Hawaii	22	51	27
Idaho	12	48	40
Illinois	18	52	30
Indiana	20	48	32
Iowa	22	44	33
Kansas	22	45	34
Kentucky	24	48	28
Louisiana	27	48	25
Maine	22	49	28
Maryland	29	49	22
Massachusetts	22	50	29
Michigan	23	46	31
Minnesota	10	49	40
Mississippi	24	49	27
Missouri	22	55	24
Montana	19	49	32
Nebraska	21	44	35
Nevada	22	45	32
New Hampshire	26	52	21
New Jersey	28	49	23
New Mexico	21	49	30
New York	28	48	25
North Carolina	26	49	26
North Dakota	18	45	37
Ohio	17	51	32
Oklahoma	15	52	33
Oregon	22	45	33
Pennsylvania	21	49	30
Rhode Island	23	50	27
South Carolina	29	46	25
South Dakota	19	46	35
Tennessee	23	50	27
Texas	31	47	22
Utah	15	42	43
Vermont	22	46	32
Virginia	25	49	25
Washington	21	48	31
West Virginia	26	52	22
Wisconsin	20	43	38
Wyoming	16	49	36

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 196. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would a Merit Pay Program Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	20%	36%	44%
Alabama	23	42	35
Alaska	21	33	46
Arizona	18	32	50
Arkansas	24	39	37
California	21	42	37
Colorado	18	36	46
Connecticut	14	28	58
Delaware	18	34	48
Florida	21	36	43
Georgia	31	43	26
Hawaii	27	45	28
Idaho	15	43	43
Illinois	17	33	50
Indiana	11	33	56
Iowa	15	35	51
Kansas	12	36	52
Kentucky	14	36	49
Louisiana	25	42	33
Maine	12	32	56
Maryland	11	32	57
Massachusetts	32	30	38
Michigan	17	34	49
Minnesota	14	34	52
Mississippi	30	44	25
Missouri	18	43	39
Montana	20	27	54
Nebraska	14	40	45
Nevada	17	25	58
New Hampshire	15	29	56
New Jersey	22	35	43
New Mexico	17	29	54
New York	19	33	48
North Carolina	19	37	43
North Dakota	21	32	47
Ohio	19	39	42
Oklahoma	17	33	50
Oregon	14	31	55
Pennsylvania	16	34	50
Rhode Island	31	36	32
South Carolina	23	42	35
South Dakota	12	23	65
Tennessee	19	39	41
Texas	31	41	28
Utah	27	42	32
Vermont	15	24	61
Virginia	11	31	58
Washington	18	28	54
West Virginia	24	31	45
Wisconsin	13	37	50
Wyoming	17	29	54

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 197. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Alternative Certification Routes Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	15%	47%	39%
Alabama	17	50	32
Alaska	13	43	44
Arizona	12	40	48
Arkansas	13	39	47
California	15	44	41
Colorado	16	52	32
Connecticut	14	47	40
Delaware	15	52	33
Florida	27	54	20
Georgia	23	52	25
Hawaii	17	53	30
Idaho	7	44	49
Illinois	9	42	49
Indiana	10	52	39
Iowa	10	43	47
Kansas	21	45	33
Kentucky	12	44	43
Louisiana	20	49	30
Maine	24	56	19
Maryland	12	46	42
Massachusetts	17	56	26
Michigan	9	48	43
Minnesota	8	41	51
Mississippi	23	56	21
Missouri	12	49	39
Montana	10	41	49
Nebraska	15	41	44
Nevada	13	51	36
New Hampshire	15	53	32
New Jersey	12	47	40
New Mexico	19	49	32
New York	11	43	46
North Carolina	15	54	31
North Dakota	11	43	46
Ohio	12	45	43
Oklahoma	10	44	46
Oregon	8	48	44
Pennsylvania	10	46	43
Rhode Island	23	49	28
South Carolina	26	45	29
South Dakota	12	49	38
Tennessee	11	50	39
Texas	17	42	41
Utah	12	46	42
Vermont	21	49	30
Virginia	25	53	23
Washington	12	43	45
West Virginia	19	49	33
Wisconsin	11	40	49
Wyoming	11	47	42

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 198. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Requiring Professional Exams for Teachers (Such as the NTE) Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	13%	41%	46%
Alabama	16	43	41
Alaska	12	32	56
Arizona	11	39	50
Arkansas	16	44	40
California	14	47	39
Colorado	9	38	53
Connecticut	19	39	43
Delaware	9	41	49
Florida	14	40	46
Georgia	12	45	43
Hawaii	15	52	33
Idaho	6	37	57
Illinois	15	37	49
Indiana	10	43	48
Iowa	5	34	61
Kansas	10	41	49
Kentucky	15	45	41
Louisiana	18	44	39
Maine	7	29	64
Maryland	12	47	41
Massachusetts	11	43	47
Michigan	9	38	53
Minnesota	6	40	54
Mississippi	23	45	32
Missouri	8	38	54
Montana	11	38	50
Nebraska	11	37	52
Nevada	13	33	55
New Hampshire	9	29	62
New Jersey	17	42	41
New Mexico	10	31	59
New York	18	44	38
North Carolina	26	41	33
North Dakota	9	35	57
Ohio	7	41	52
Oklahoma	12	41	47
Oregon	7	34	59
Pennsylvania	13	46	40
Rhode Island	9	42	49
South Carolina	30	42	28
South Dakota	6	30	64
Tennessee	8	43	49
Texas	12	37	50
Utah	6	39	55
Vermont	7	32	61
Virginia	12	41	47
Washington	7	32	60
West Virginia	16	39	45
Wisconsin	5	39	56
Wyoming	11	39	51

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 199. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would a Somewhat Longer School Year Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	9%	28%	63%
Alabama	5	26	69
Alaska	10	24	66
Arizona	12	31	57
Arkansas	1	21	78
California	11	28	61
Colorado	8	31	61
Connecticut	11	28	61
Delaware	10	31	59
Florida	13	25	62
Georgia	4	21	75
Hawaii	9	36	55
Idaho	7	27	66
Illinois	10	27	63
Indiana	8	25	67
Iowa	8	28	64
Kansas	9	32	59
Kentucky	6	29	65
Louisiana	8	32	60
Maine	8	29	64
Maryland	9	30	61
Massachusetts	15	28	58
Michigan	12	36	52
Minnesota	11	32	58
Mississippi	5	23	72
Missouri	11	22	66
Montana	8	24	68
Nebraska	9	26	65
Nevada	14	34	52
New Hampshire	9	25	67
New Jersey	14	37	49
New Mexico	11	28	61
New York	8	28	64
North Carolina	7	23	70
North Dakota	10	28	62
Ohio	8	26	66
Oklahoma	12	31	57
Oregon	15	30	55
Pennsylvania	9	27	65
Rhode Island	17	30	54
South Carolina	5	24	71
South Dakota	6	26	68
Tennessee	8	23	70
Texas	9	28	64
Utah	10	33	57
Vermont	12	28	60
Virginia	6	21	74
Washington	15	32	53
West Virginia	5	23	73
Wisconsin	10	30	60
Wyoming	14	26	60

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 200. If You Had the Authority to Do What Is Really Necessary to Make Public Schools Better, How Would Longer School Days Be Distributed on Your Priority List?

	TOP PRIORITY	IMPORTANT BUT NOT ESSENTIAL	NOT IMPORTANT
ALL TEACHERS, 1990	5%	21%	74%
Alabama	3	18	79
Alaska	6	21	74
Arizona	9	24	66
Arkansas	1	14	85
California	6	21	73
Colorado	6	26	68
Connecticut	7	23	70
Delaware	4	19	77
Florida	7	20	73
Georgia	1	15	84
Hawaii	3	29	68
Idaho	5	21	74
Illinois	5	29	66
Indiana	3	19	77
Iowa	4	21	75
Kansas	4	20	76
Kentucky	4	20	77
Louisiana	6	22	72
Maine	6	25	69
Maryland	5	24	72
Massachusetts	6	32	62
Michigan	10	24	67
Minnesota	2	23	74
Mississippi	1	21	78
Missouri	3	18	80
Montana	2	18	80
Nebraska	3	24	73
Nevada	14	33	54
New Hampshire	7	26	67
New Jersey	9	32	60
New Mexico	8	23	70
New York	6	23	71
North Carolina	4	23	73
North Dakota	4	24	72
Ohio	4	17	79
Oklahoma	5	23	73
Oregon	9	27	64
Pennsylvania	4	24	73
Rhode Island	10	31	59
South Carolina	3	14	84
South Dakota	3	16	81
Tennessee	4	18	78
Texas	2	15	83
Utah	2	23	75
Vermont	9	24	67
Virginia	4	23	74
Washington	5	20	75
West Virginia	2	18	80
Wisconsin	3	19	78
Wyoming	6	25	68

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 201. If You Were to Give a Grade to the National Post–1983 Educational Reform Movement, What Would It Be?

	A	B	C	D	F
ALL TEACHERS, 1990	1%	17%	54%	19%	9%
ALL TEACHERS, 1987	2	29	50	13	6
Alabama	2	23	55	14	5
Alaska	1	18	53	19	10
Arizona	1	12	49	28	10
Arkansas	1	25	52	17	5
California	1	13	56	18	12
Colorado	0	18	48	22	11
Connecticut	1	22	59	13	5
Delaware	1	16	57	19	7
Florida	0	19	50	20	10
Georgia	2	27	50	15	6
Hawaii	0	20	61	15	4
Idaho	2	17	57	19	5
Illinois	2	10	52	25	10
Indiana	1	18	54	22	5
Iowa	0	22	56	17	6
Kansas	0	17	59	17	6
Kentucky	0	26	56	15	3
Louisiana	3	20	54	17	7
Maine	0	14	59	22	5
Maryland	1	15	53	19	12
Massachusetts	0	8	50	22	20
Michigan	1	17	48	22	12
Minnesota	0	15	53	26	6
Mississippi	4	32	51	9	4
Missouri	2	16	57	20	5
Montana	1	15	52	25	7
Nebraska	0	19	50	23	8
Nevada	2	13	55	22	8
New Hampshire	0	13	55	21	11
New Jersey	1	22	56	15	6
New Mexico	1	13	47	26	13
New York	0	17	51	22	9
North Carolina	1	19	55	17	8
North Dakota	1	15	58	19	6
Ohio	0	14	55	25	6
Oklahoma	3	17	50	19	11
Oregon	0	9	52	24	15
Pennsylvania	1	17	55	17	10
Rhode Island	1	19	54	18	8
South Carolina	7	34	50	6	4
South Dakota	1	15	62	20	2
Tennessee	1	15	55	20	10
Texas	1	20	54	15	10
Utah	1	25	55	15	4
Vermont	1	15	47	24	14
Virginia	1	20	62	12	4
Washington	0	9	44	32	14
West Virginia	0	20	53	19	8
Wisconsin	1	13	61	18	7
Wyoming	1	16	55	21	7

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 202. If You Were to Give a Grade to the Post–1983 Educational Reform Movement in Your State, What Would It Be?

	A	B	C	D	F
ALL TEACHERS, 1990	2%	26%	44%	20%	8%
ALL TEACHERS, 1987	4	31	41	16	8
Alabama	2	25	43	24	5
Alaska	6	28	40	16	10
Arizona	0	12	40	28	20
Arkansas	2	33	34	20	10
California	1	25	45	23	7
Colorado	0	24	46	21	9
Connecticut	9	52	30	5	3
Delaware	2	34	42	15	6
Florida	1	26	44	21	8
Georgia	2	31	42	18	7
Hawaii	2	29	56	10	3
Idaho	1	15	48	26	10
Illinois	1	16	41	33	9
Indiana	1	28	44	19	8
Iowa	7	49	31	10	3
Kansas	1	32	48	15	4
Kentucky	0	19	44	25	12
Louisiana	1	14	42	27	16
Maine	0	34	48	14	5
Maryland	1	28	48	17	6
Massachusetts	1	10	42	30	18
Michigan	2	19	45	23	10
Minnesota	4	41	40	14	2
Mississippi	8	37	40	11	4
Missouri	2	23	50	18	8
Montana	2	18	43	28	10
Nebraska	3	29	44	19	5
Nevada	0	20	46	22	11
New Hampshire	2	12	40	27	19
New Jersey	1	40	43	12	4
New Mexico	1	11	33	31	23
New York	2	30	50	14	4
North Carolina	2	25	47	21	5
North Dakota	2	21	40	24	14
Ohio	0	19	53	24	4
Oklahoma	1	9	37	27	25
Oregon	0	19	49	19	13
Pennsylvania	1	29	48	16	6
Rhode Island	2	32	46	16	4
South Carolina	17	40	35	4	4
South Dakota	1	30	42	21	5
Tennessee	3	24	42	22	9
Texas	2	25	38	22	12
Utah	1	21	35	27	15
Vermont	3	29	43	19	7
Virginia	2	35	49	11	3
Washington	0	14	34	31	21
West Virginia	0	7	36	28	28
Wisconsin	4	37	46	11	3
Wyoming	2	32	45	15	6

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

Table 203. If You Were to Give a Grade to the Post–1983 Educational Reform Movement at Your School, What Would It Be?

	A	B	C	D	F
ALL TEACHERS, 1990	7%	37%	38%	13%	5%
ALL TEACHERS, 1987	8	36	36	13	7
Alabama	5	34	40	16	6
Alaska	11	29	36	16	8
Arizona	5	34	35	19	7
Arkansas	8	44	32	11	5
California	4	36	40	14	5
Colorado	12	40	27	15	6
Connecticut	12	50	28	7	4
Delaware	5	35	41	14	5
Florida	6	33	37	18	7
Georgia	10	44	34	8	4
Hawaii	3	38	48	8	2
Idaho	5	33	44	13	5
Illinois	7	29	42	19	4
Indiana	9	39	41	8	3
Iowa	9	45	35	7	3
Kansas	9	48	31	8	3
Kentucky	8	33	45	11	3
Louisiana	8	30	43	12	8
Maine	8	41	39	8	4
Maryland	10	29	43	13	5
Massachusetts	3	27	45	14	10
Michigan	9	31	37	14	8
Minnesota	9	43	35	11	2
Mississippi	13	41	35	7	5
Missouri	7	40	33	16	3
Montana	5	39	36	14	5
Nebraska	11	36	38	11	3
Nevada	5	35	39	14	6
New Hampshire	7	38	41	10	5
New Jersey	8	39	37	11	4
New Mexico	5	31	40	16	7
New York	6	37	38	13	5
North Carolina	8	36	42	12	3
North Dakota	9	32	43	11	5
Ohio	6	36	41	15	3
Oklahoma	8	33	37	15	7
Oregon	6	34	42	12	6
Pennsylvania	7	35	37	14	7
Rhode Island	7	35	37	15	6
South Carolina	17	46	30	5	2
South Dakota	6	37	43	13	1
Tennessee	7	36	40	12	5
Texas	11	39	34	10	6
Utah	11	35	38	12	4
Vermont	10	38	33	13	6
Virginia	5	40	41	12	2
Washington	7	30	40	15	7
West Virginia	5	30	45	14	6
Wisconsin	7	42	38	10	3
Wyoming	10	38	36	10	6

1990: full-time teachers who are 30 years old or older.

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1990 National Survey of Public School Teachers.

APPENDICES

APPENDIX A

School Statistics

Table 1A. Number of Public School Teachers: 1980–81 to 1989–90

	1980–81	1987–88	1988–89	1989–90	RANK 1989–90	% CHANGE 1980–81 TO 1989–90
UNITED STATES	2,200,107	2,283,080	2,322,137	2,354,767	–	7.0
Alabama	39,714	38,045	39,409	39,700	22	.0
Alaska	5,224	6,230	6,139	6,492	48	24.3
Arizona	26,200	31,911	32,993	33,593	27	28.2
Arkansas	24,111	25,052	25,216	25,452	33	5.6
California	179,938	195,474	198,521	203,941	1	13.3
Colorado	29,840	31,168	31,385	31,700	28	6.2
Connecticut	33,850	34,558	34,979	34,795	26	2.8
Delaware	5,589	5,951	5,897	5,972	51	6.9
District of Columbia	5,238	4,951	6,432	6,479	49	23.7
Florida	80,285	95,857	100,370	104,127	4	29.7
Georgia	56,970	62,280	63,910	66,481	10	16.7
Hawaii	8,082	8,775	9,079	9,318	43	15.3
Idaho	9,938	10,268	10,433	10,435	40	5.0
Illinois	107,404	104,942	104,849	103,257	6	-3.9
Indiana	53,111	53,519	54,006	54,675	14	2.9
Iowa	32,433	29,992	31,002	30,874	29	-4.8
Kansas	26,371	27,287	28,122	28,696	30	8.8
Kentucky	33,301	35,325	35,739	35,843	23	7.6
Louisiana	42,700	43,208	43,450	43,882	17	2.8
Maine	12,381	13,512	13,874	14,199	38	14.7
Maryland	40,780	39,856	39,905	40,716	20	-0.2
Massachusetts	65,817	59,517	58,659	58,660	13	-10.9
Michigan	80,526	77,940	77,743	77,668	9	-3.5
Minnesota	44,103	42,133	42,751	43,750	18	-0.8
Mississippi	25,631	26,926	27,333	27,018	31	5.4
Missouri	49,004	49,872	50,810	51,227	15	4.5
Montana	9,139	9,660	9,585	9,568	41	4.7
Nebraska	16,802	17,614	17,897	18,249	36	8.6
Nevada	6,972	8,348	8,699	9,178	44	31.6
New Hampshire	9,846	10,363	10,595	10,693	39	8.6
New Jersey	76,550	78,374	79,698	81,092	8	5.9
New Mexico	14,156	15,150	15,708	16,300	37	15.1
New York	167,510	176,300	177,100	178,100	3	6.3
North Carolina	55,343	59,718	61,790	62,947	11	13.7
North Dakota	7,119	7,655	7,709	7,751	46	8.9
Ohio	100,530	99,798	101,077	101,510	7	1.0
Oklahoma	33,985	34,400	35,100	35,600	24	4.8
Oregon	25,730	24,912	25,147	25,631	32	-0.4
Pennsylvania	109,930	103,307	104,379	104,100	5	-5.3
Rhode Island	9,218	8,947	8,931	9,361	42	1.6
South Carolina	31,935	34,900	35,166	35,580	25	11.4
South Dakota	8,109	8,339	8,240	8,180	45	0.9
Tennessee	40,940	42,660	43,455	43,590	19	6.5
Texas	161,560	187,977	196,464	202,572	2	25.4
Utah	14,397	17,603	17,896	18,588	35	29.1
Vermont	6,650	6,656	6,852	6,950	47	4.5
Virginia	58,082	60,923	61,652	62,617	12	7.8
Washington	35,612	37,948	38,811	40,357	21	13.3
West Virginia	21,988	22,702	22,177	21,653	34	-1.5
Wisconsin	53,113	47,720	48,542	49,180	16	-7.4
Wyoming	6,350	6,557	6,461	6,470	50	1.9

SOURCE: National Education Association, Estimates of School Statistics, selected years.

Table 2A. Number of Public Elementary School Teachers: 1980–81 to 1989–90

	1980–81	1987–88	1988–89	1989–90	RANK 1989–90	% CHANGE 1980–81 TO 1989–90
UNITED STATES	1,197,391	1,306,001	1,353,309	1,387,625	–	15.9
Alabama	20,265	19,900	20,012	20,300	26	0.2
Alaska	2,819	2,555	3,604	3,811	48	35.2
Arizona	18,140	23,933	25,410	25,873	18	42.6
Arkansas	11,803	12,303	12,406	12,522	33	6.1
California	104,926	137,167	143,215	149,921	1	42.9
Colorado	14,790	15,506	15,769	15,927	30	7.7
Connecticut	20,350	20,931	21,622	22,924	24	12.6
Delaware	2,496	2,907	2,935	2,972	50	19.1
District of Columbia	3,108	2,909	3,833	4,040	47	30.0
Florida	43,389	52,835	55,733	57,984	5	33.6
Georgia	34,500	38,427	42,697	44,688	10	29.5
Hawaii	4,801	4,773	5,086	5,227	44	8.9
Idaho	5,274	5,396	5,554	5,551	42	5.3
Illinois	70,133	69,592	70,018	70,440	4	0.4
Indiana	26,540	28,117	28,615	29,343	15	10.6
Iowa	15,408	14,335	14,375	14,604	32	-5.2
Kansas	14,319	15,532	16,542	16,885	28	17.9
Kentucky	22,085	23,744	24,199	24,280	20	9.9
Louisiana	23,660	28,858	29,130	30,113	14	27.3
Maine	7,724	8,728	9,036	9,400	38	21.7
Maryland	19,190	20,268	20,565	21,493	25	12.0
Massachusetts	28,497	23,212	25,220	25,220	19	-11.5
Michigan	41,876	50,970	51,504	51,270	8	22.4
Minnesota	20,947	21,687	22,509	23,350	23	11.5
Mississippi	14,131	15,063	16,295	16,497	29	16.7
Missouri	24,381	25,363	25,921	26,470	17	8.6
Montana	5,091	6,565	6,543	6,619	40	30.0
Nebraska	8,543	9,587	9,969	10,257	37	20.1
Nevada	3,579	4,579	4,781	5,044	45	40.9
New Hampshire	5,168	6,258	6,685	7,081	39	37.0
New Jersey	45,325	46,182	47,912	49,321	9	8.8
New Mexico	6,829	10,131	10,754	11,407	36	67.0
New York	72,860	84,800	85,200	86,500	3	18.7
North Carolina	34,605	34,849	36,696	38,093	11	10.1
North Dakota	4,217	4,891	4,971	5,011	46	18.8
Ohio	56,040	54,743	55,776	56,230	6	0.3
Oklahoma	17,728	17,600	18,200	18,600	27	4.9
Oregon	15,092	14,565	14,999	15,462	31	2.5
Pennsylvania	51,770	50,420	51,731	51,634	7	-0.3
Rhode Island	4,673	4,881	4,783	5,357	43	14.6
South Carolina	19,826	22,690	22,968	23,556	22	18.8
South Dakota	5,307	5,479	5,640	5,640	41	6.3
Tennessee	25,241	26,510	30,653	30,690	13	21.6
Texas	89,658	100,549	105,879	108,830	2	21.4
Utah	8,199	11,376	11,492	12,094	35	47.5
Vermont	3,400	3,278	3,553	3,650	49	7.4
Virginia	34,336	35,781	36,448	37,019	12	7.8
Washington	20,086	21,227	22,147	23,927	21	19.1
West Virginia	12,420	13,157	12,365	12,461	34	0.3
Wisconsin	28,570	28,050	28,552	29,214	16	2.3
Wyoming	3,276	2,842	2,807	2,823	51	-13.8

SOURCE: National Education Association, Estimates of School Statistics, selected years.

Table 3A. Number of Public Secondary School Teachers: 1980–81 to 1989–90

	1980–81	1987–88	1988–89	1989–90	RANK 1989–90	% CHANGE 1980–81 TO 1989–90
UNITED STATES	1,002,716	977,079	968,828	967,142	–	-3.5
Alabama	19,449	18,145	19,397	19,400	18	-0.3
Alaska	2,405	3,675	2,535	2,681	49	11.5
Arizona	8,060	7,978	7,583	7,720	35	-4.2
Arkansas	12,308	12,749	12,810	12,930	25	5.1
California	75,012	58,307	55,306	54,020	3	-28.0
Colorado	15,050	15,662	15,616	15,773	23	4.8
Connecticut	13,500	13,627	13,357	11,871	28	-12.1
Delaware	3,093	3,044	2,962	3,000	46	-3.0
District of Columbia	2,130	2,042	2,599	2,439	51	14.5
Florida	36,896	43,022	44,637	46,143	5	25.1
Georgia	22,470	23,853	21,213	21,793	15	-3.0
Hawaii	3,281	4,002	3,993	4,091	41	24.7
Idaho	4,664	4,872	4,879	4,884	38	4.7
Illinois	37,271	35,350	34,831	32,817	8	-12.0
Indiana	26,571	25,402	25,391	25,332	12	-4.7
Iowa	17,025	15,657	16,627	16,270	22	-4.4
Kansas	12,052	11,755	11,580	11,811	29	-2.0
Kentucky	11,216	11,581	11,540	11,563	30	3.1
Louisiana	19,040	14,350	14,320	13,769	24	-27.7
Maine	4,657	4,784	4,838	4,799	39	3.0
Maryland	21,590	19,588	19,340	19,223	19	-11.0
Massachusetts	37,320	36,305	33,439	33,440	7	-10.4
Michigan	38,650	26,970	26,239	26,398	10	-31.7
Minnesota	23,156	20,446	20,242	20,400	16	-11.9
Mississippi	11,500	11,863	11,038	10,521	31	-8.5
Missouri	24,623	24,509	24,889	24,757	14	0.5
Montana	4,048	3,095	3,042	2,949	47	-27.1
Nebraska	8,259	8,027	7,928	7,992	34	-3.2
Nevada	3,393	3,769	3,918	4,134	40	21.8
New Hampshire	4,678	4,105	3,910	3,612	44	-22.8
New Jersey	31,225	32,192	31,786	31,771	9	1.7
New Mexico	7,327	5,019	4,954	4,893	37	-33.2
New York	94,650	91,500	91,900	91,600	2	-3.2
North Carolina	20,738	24,869	25,094	24,854	13	19.8
North Dakota	2,902	2,764	2,738	2,740	48	-5.6
Ohio	44,490	45,055	45,301	45,280	6	1.8
Oklahoma	16,257	16,800	16,900	17,000	20	4.6
Oregon	10,638	10,347	10,148	10,169	32	-4.4
Pennsylvania	58,160	52,887	52,648	52,466	4	-9.8
Rhode Island	4,545	4,066	4,148	4,004	42	-11.9
South Carolina	12,109	12,210	12,198	12,024	27	-0.7
South Dakota	2,802	2,860	2,600	2,540	50	-9.4
Tennessee	15,699	16,150	12,802	12,900	26	-17.8
Texas	71,902	87,428	90,585	93,742	1	30.4
Utah	6,198	6,227	6,404	6,494	36	4.8
Vermont	3,250	3,378	3,299	3,300	45	1.5
Virginia	23,746	25,142	25,204	25,598	11	7.8
Washington	15,526	16,721	16,664	16,430	21	5.8
West Virginia	9,568	9,546	9,812	9,192	33	-3.9
Wisconsin	24,543	19,670	19,990	19,966	17	-18.6
Wyoming	3,074	3,715	3,654	3,647	43	18.6

SOURCE: National Education Association, Estimates of School Statistics, selected years.

Table 4A. Average Salary of Public School Teachers: 1980–81 to 1989–90

	1980–81	1987–88	1988–89	1989–90	RANK 1989–90	% CHANGE 1980–81 TO 1989–90
UNITED STATES	$17,602	$28,008	$29,547	$31,304	–	77.8
Alabama	15,205	23,320	25,190	25,500	39	67.7
Alaska	29,048	40,424	41,754	43,153	1	48.6
Arizona	17,201	27,388	28,499	29,600	24	72.1
Arkansas	13,273	20,340	21,395	22,009	50	65.8
California	20,729	33,159	34,684	38,996	3	88.1
Colorado	17,917	28,651	29,558	30,700	19	71.3
Connecticut	17,419	33,487	37,343	40,496	2	132.5
Delaware	18,025	29,573	31,585	33,480	11	85.7
District of Columbia	22,882	34,705	36,290	36,450	5	59.3
Florida	15,406	25,198	26,974	28,525	28	85.2
Georgia	15,445	26,190	26,920	27,892	30	80.6
Hawaii	21,147	28,785	30,778	32,047	16	51.5
Idaho	15,109	22,242	22,734	23,494	45	55.5
Illinois	19,425	29,663	31,145	33,014	12	70.0
Indiana	17,255	26,881	29,331	30,493	22	76.7
Iowa	16,131	24,847	25,778	26,747	37	65.8
Kansas	15,250	24,647	27,360	28,671	27	88.0
Kentucky	15,750	24,253	24,930	26,275	38	66.8
Louisiana	16,557	21,209	22,470	22,993	48	38.9
Maine	13,994	23,425	24,938	26,881	36	92.1
Maryland	18,998	30,933	33,895	36,092	6	90.0
Massachusetts	18,703	30,295	32,185	34,225	10	83.0
Michigan	21,213	32,926	34,419	36,010	9	69.8
Minnesota	17,777	29,900	30,660	32,190	15	81.1
Mississippi	13,017	20,562	22,578	24,363	43	87.2
Missouri	15,421	24,709	26,006	27,229	33	76.6
Montana	15,954	23,798	24,421	25,081	41	57.2
Nebraska	14,882	22,683	23,845	24,751	42	66.3
Nevada	17,700	27,600	28,840	30,587	20	72.8
New Hampshire	13,412	24,019	26,702	28,939	25	115.8
New Jersey	18,245	30,720	33,037	36,030	8	97.5
New Mexico	16,812	24,158	23,897	25,120	40	49.4
New York	21,326	34,500	36,654	38,800	4	81.9
North Carolina	15,858	24,900	25,738	27,814	31	75.4
North Dakota	13,865	21,660	22,249	23,016	47	66.0
Ohio	16,904	27,606	29,671	31,170	17	84.4
Oklahoma	15,182	21,630	22,370	23,070	46	52.0
Oregon	18,047	28,060	29,390	30,563	21	69.4
Pennsylvania	17,890	29,177	31,248	32,809	13	83.4
Rhode Island	20,088	32,858	34,233	36,057	7	79.5
South Carolina	14,353	24,403	25,623	27,076	34	88.6
South Dakota	13,674	19,758	20,530	21,300	51	55.8
Tennessee	15,118	23,785	25,619	27,052	35	78.9
Texas	15,728	25,558	26,527	27,502	32	74.9
Utah	16,864	22,572	22,852	23,652	44	40.3
Vermont	13,006	24,519	27,092	28,798	26	121.4
Virginia	15,535	27,193	28,795	30,926	18	99.1
Washington	21,268	28,217	29,200	30,475	23	43.3
West Virginia	14,948	21,736	21,904	22,842	49	52.8
Wisconsin	17,607	29,122	30,779	32,320	14	83.6
Wyoming	18,718	27,134	27,685	28,184	29	50.6

SOURCE: National Education Association, Estimates of School Statistics, selected years.

Table 5A. Average Salary of Public Elementary School Teachers: 1980–81 to 1989–90

	1980–81	1987–88	1988–89	1989–90	RANK 1989–90	% CHANGE 1980–81 TO 1989–90
UNITED STATES	$17,202	$27,420	$29,007	$30,497	–	77.3
Alabama	14,722	23,320	25,190	25,500	39	73.2
Alaska	28,850	40,012	41,252	42,644	1	47.8
Arizona	16,980	27,235	28,341	29,434	24	73.3
Arkansas	12,900	19,650	20,796	21,393	50	65.8
California	20,441	32,401	33,891	35,552	7	73.9
Colorado	17,450	27,973	28,792	29,903	21	71.4
Connecticut	17,250	33,119	36,942	40,028	2	132.0
Delaware	17,532	28,721	30,575	32,410	11	84.9
District of Columbia	23,000	34,705	36,290	36,450	4	58.5
Florida	15,634	25,622	27,025	28,486	27	82.2
Georgia	15,180	25,964	26,920	27,892	30	83.7
Hawaii	21,607	28,785	30,778	32,047	14	48.3
Idaho	14,790	21,858	22,298	23,053	45	55.9
Illinois	18,696	28,401	29,774	31,560	15	68.8
Indiana	16,818	26,485	28,824	30,030	19	78.6
Iowa	15,480	23,862	24,785	25,724	37	66.2
Kansas	15,185	24,647	27,360	28,671	26	88.8
Kentucky	15,310	23,655	24,305	25,617	38	67.3
Louisiana	16,200	20,847	22,120	22,564	47	39.3
Maine	13,543	22,938	24,414	26,281	36	94.1
Maryland	18,878	30,261	32,881	35,043	9	85.6
Massachusetts	18,488	27,508	32,185	34,225	10	85.1
Michigan	21,040	32,719	34,419	35,867	6	70.5
Minnesota	17,100	29,210	29,880	31,370	17	83.5
Mississippi	12,804	20,189	22,217	23,960	43	87.1
Missouri	15,045	23,883	25,134	26,372	35	75.3
Montana	15,360	23,222	23,823	24,452	42	59.2
Nebraska	14,212	22,683	23,845	24,751	41	74.2
Nevada	17,510	26,910	28,020	29,560	23	68.8
New Hampshire	13,269	23,925	26,702	28,939	25	118.1
New Jersey	17,904	30,120	32,416	35,366	8	97.5
New Mexico	16,560	23,924	23,858	24,798	40	49.7
New York	21,100	32,200	35,400	37,500	3	77.7
North Carolina	15,662	24,821	25,637	27,714	31	77.0
North Dakota	13,720	21,572	22,125	22,894	46	66.9
Ohio	16,470	27,966	28,880	30,300	18	84.0
Oklahoma	14,780	21,140	21,750	22,394	49	51.5
Oregon	17,640	27,560	28,830	29,975	20	69.9
Pennsylvania	17,520	28,850	30,892	32,370	12	84.8
Rhode Island	20,149	32,820	34,795	36,016	5	78.7
South Carolina	13,890	23,832	25,024	26,475	34	90.6
South Dakota	13,518	19,620	20,250	21,060	51	55.8
Tennessee	15,070	23,726	25,560	26,990	32	79.1
Texas	15,331	25,098	26,041	26,984	33	76.0
Utah	16,281	22,030	22,411	23,195	44	42.5
Vermont	12,561	23,955	26,468	28,136	29	124.0
Virginia	15,017	26,395	27,959	30,030	13	100.0
Washington	20,804	27,713	28,665	29,881	22	43.6
West Virginia	14,631	21,302	22,552	22,467	48	53.6
Wisconsin	17,214	28,495	30,023	31,434	16	82.6
Wyoming	18,057	27,138	27,566	28,159	28	55.9

SOURCE: National Education Association, Estimates of School Statistics, selected years.

Table 6A. Average Salary of Public Secondary School Teachers: 1980–81 to 1989–90

	1980–81	1987–88	1988–89	1989–90	RANK 1989–90	% CHANGE 1980–81 TO 1989–90
UNITED STATES	$18,079	$28,829	$30,215	$31,781	–	75.8
Alabama	15,708	23,320	25,190	25,500	41	62.3
Alaska	29,280	40,718	41,980	43,386	1	48.2
Arizona	17,700	27,745	28,871	29,985	24	69.4
Arkansas	13,630	21,006	21,973	22,603	50	65.8
California	21,133	34,673	36,268	38,045	4	80.0
Colorado	18,375	29,322	30,332	31,502	20	71.4
Connecticut	17,675	34,224	38,182	41,412	2	134.3
Delaware	18,422	30,387	32,584	34,540	11	87.5
District of Columbia	22,710	34,705	36,290	36,450	7	60.5
Florida	15,138	24,548	25,834	27,225	37	79.8
Georgia	15,851	26,554	26,920	27,892	34	76.0
Hawaii	20,489	28,785	30,778	32,047	18	56.4
Idaho	15,470	22,667	23,230	23,994	45	55.1
Illinois	20,798	32,149	33,902	35,936	10	72.8
Indiana	17,692	27,319	29,979	31,126	23	75.9
Iowa	16,720	25,718	26,634	27,657	36	65.4
Kansas	15,328	24,647	27,360	28,671	27	87.0
Kentucky	16,630	25,505	26,255	27,673	35	66.4
Louisiana	17,000	21,936	23,190	23,877	46	40.5
Maine	14,743	24,315	25,919	28,057	31	90.3
Maryland	19,105	31,591	34,826	37,358	5	95.5
Massachusetts	18,867	30,777	32,185	34,225	12	81.4
Michigan	21,400	33,277	34,419	36,007	9	68.3
Minnesota	18,389	30,600	31,530	33,110	15	80.1
Mississippi	13,278	21,037	23,111	24,995	42	88.2
Missouri	15,794	25,560	26,913	28,143	30	78.2
Montana	16,700	24,946	25,707	26,494	39	58.6
Nebraska	15,575	22,683	23,845	24,751	43	58.9
Nevada	17,900	28,430	29,880	31,520	19	76.1
New Hampshire	13,571	24,103	26,702	28,939	26	113.2
New Jersey	18,739	31,580	33,972	37,062	6	97.8
New Mexico	17,064	24,632	24,836	25,814	40	51.3
New York	21,500	36,500	37,700	40,000	3	86.0
North Carolina	16,185	25,011	25,886	27,967	33	72.8
North Dakota	14,076	21,810	22,464	23,229	49	65.0
Ohio	17,450	29,763	30,650	32,250	16	84.8
Oklahoma	15,620	22,150	23,050	23,810	47	52.4
Oregon	18,625	28,790	30,140	31,383	21	68.5
Pennsylvania	18,220	29,484	31,592	33,234	14	82.4
Rhode Island	20,026	32,904	33,586	36,113	8	80.3
South Carolina	15,110	25,431	26,725	28,229	29	86.8
South Dakota	13,953	19,820	21,130	21,820	51	56.4
Tennessee	15,196	23,880	25,715	27,190	38	78.9
Texas	16,222	26,095	27,070	28,045	32	72.9
Utah	17,635	23,604	23,745	24,576	44	39.4
Vermont	13,472	24,997	27,634	29,374	25	118.0
Virginia	16,285	28,268	29,943	32,161	17	97.5
Washington	21,868	28,856	29,910	31,322	22	43.2
West Virginia	15,359	22,335	21,068	23,350	48	52.0
Wisconsin	18,064	30,030	31,878	33,448	13	85.2
Wyoming	19,422	27,349	28,029	28,444	28	46.5

SOURCE: National Education Association, Estimates of School Statistics, selected years.

APPENDIX B

Technical Notes

The Carnegie Foundation for the Advancement of Teaching survey data used in this report were collected by mailed questionnaire in the 1990 National Survey of Public School Teachers. The purpose of this research effort was to collect data covering a wide range of topics related to the teaching profession. Questionnaires were mailed to 40,000 public elementary and secondary school teachers in all fifty states in January and February of 1990. Responses were received from 21,389 teachers, which represents a completion rate of 53.5 percent.

A stratified random sample design was used. Teachers' names were drawn from alphabetized lists of public school teachers employed in each state. Market Data Retrieval of Shelton, Connecticut, maintains the lists, which include the names of approximately 75 percent of all public school teachers in the United States.

Every "nth" name was drawn from the lists, where "n" was determined to achieve a total sample of 800 teachers for each state. Because the alphabetical order of names would not be expected to have any relationship with the substance of their responses, the total sample size is composed of random samples from each state.

Using a fixed sample size from each state does not allow for differences between states in terms of the total population of teachers. A weighting scheme was developed so that the survey response would represent the relative numbers of teachers, both at the elementary and secondary levels, in the fifty states. Each survey response was weighted based on the level and state of the responding teacher. The weights were calculated so that the total survey response would represent the true relative numbers of elementary and secondary teachers across the fifty states. Similarly, the responses were weighted to reflect the true proportion of teachers from the elementary and secondary levels within each state.

The results of any sample survey are subject to sampling variations. The magnitude of the variations is measurable, and it is affected by a number of factors, including the number of completed questionnaires. While the maximum sampling error for this survey is less than plus or minus 1 percent, the actual error for any given question depends on the number of teachers who answered that question. In general, more than 95 percent of the teachers who returned the questionnaire answered each question.

All 1990 data refer to full-time classroom teachers who are teaching during the 1989–90 school year. Secondary teachers are defined as respondents who teach any grade between 7th and

12th. All other respondents are classified as elementary teachers. Teachers who were not teaching in the 1989–90 school year were omitted from this study.

The titles on the tables presenting state level data are identical to the questions printed in the survey instrument. The titles of the national tables in Part I, National Profile, may differ slightly.

1987 data were collected in The Carnegie Foundation's 1987 National Survey of Public School Teachers and 1988 National Survey on School Reform. These surveys are presented in more detail in *The Condition of Teaching: A State-by-State Analysis, 1988* and *Report Card on School Reform: The Teachers Speak.*

Basic data presented in this report on the numbers and salaries of public school teachers and public school enrollments were obtained from the National Education Association. Figures for 1989–90 are "estimated," earlier years are "revised" by NEA.

For additional information on the data presented in this report, contact The Carnegie Foundation for the Advancement of Teaching, 5 Ivy Lane, Princeton, New Jersey 08540.